DOCUMENT RESUME

ED 100 815 SP 008 721

| | |
|---|---|
| TITLE | EPDA [Education Professions Development Act] B-2 Workshops. 1st Year Teacher, Master Teacher, Administrator. |
| INSTITUTION | Illinois State Office of the Superintendent of Public Instruction, Springfield.; Springfield School District 186, Ill.; Western Illinois Univ., Macomb. |
| PUB DATE | 74 |
| NOTE | 89p.; For related document, see SP 008 720 |
| EDRS PRICE | MF-$0.75 HC-$4.20 PLUS POSTAGE |
| DESCRIPTORS | Administrator Responsibility; Administrator Role; *Beginning Teachers; Community Involvement; *Performance Based Teacher Education; Performance Criteria; Program Design; *Program Improvement; School Responsibility; Student Responsibility; Student Role; Teacher Responsibility; Teacher Role; *Teacher Workshops; *Workshops |
| IDENTIFIERS | *Education Professions Development Act; *EPDA |

ABSTRACT

This three-chapter document concerns the problem of finding competent individuals to teach in the community. Chapter 1 describes an Education Professions Development Act (EPDA) project involving lay citizens, professional teachers, students, and educational authorities gathered together to pinpoint the necessities for competent teacher performance, the result of which was a listing of performance-based criteria. Chapter 2 concerns a workshop for local district administrators, based on the development and use of performance-based criteria. Part of their task was to examine performance and develop guidelines concerning the role of an administrator in dealing with the college of education, the university student participant, and faculty members selected as supervisors. Chapter 3 the Master Teacher Workshop, covers the tentative responsibilities of the university, the master teacher, the student teacher, and the resident coordinator. An overview and schedule of the EPDA Summer Workshop for first-year teachers follow. During the workshop, 30 first-year teachers met to define inservice goals directed toward alteration and improvement of that program. Twenty-one goals were isolated, divided, and structured in a program development worksheet containing the defined goals and subtitles, made up of the district program design with a narrative description, resources, and required facilities. As a final step, evaluation strategy was designed, including criterion measures, data collection procedures, and scoring procedures. (JCW)

BEST COPY AVAILABLE

ED 100815

# Springfield School District 186

# EPDA B-2 Workshops

## 1st Year Teacher
## Master Teacher
## Administrator

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP008 737

## INTRODUCTION

Soon after his election as Superintendent of Schools in Illinois, Dr. Michael Bakalis initiated a program which developed into the **Action Goals for the Seventies.** One of his original ideas was to involve the citizens of Illinois in discussing educational goals and priorities. This somewhat daring idea was to result in many attacks against traditional education as it had been practiced in Illinois. The Superintendent of Public Instruction and most of the educators in Illinois were delighted with the response given this project by the citizens. The unexpected turnout at the public hearings was a rewarding acknowledgment of Dr. Bakalis' efforts to do something about the status quo of education. The need for "turning kids on" to the education process through more humanistic techniques in education was a constant subject of discourse.

The citizens of Illinois were more aware of the happenings in their public schools than educators cared to admit. They were able to differentiate the act of teaching from the process of learning. In so doing they were able to determine that learning could be consummated without the physical presence of a teacher. However, they agreed that a well qualified teacher exercising humanistic techniques with an attitude conducive toward making learning enjoyable, was necessary to create a learning environment essential to improvement in public school education.

According to the witnesses the methods and techniques of teaching practiced by the majority of public school teachers were very traditional, authoritarian, and lacked the humane approach. It was as if the teachers were saying, "The education is here, come and get it," and yet, when the student attempted to drink from the fountain of knowledge, he found a mere trickle. He was frustrated, thwarted, and finally "turned-off" by the educational system. Why is it that children come to kindergarten with shining eyes, joy in their hearts, and excited to learn, only to be squelched, confined, and categorized? Many hypotheses were advanced including outmoded curriculums, age worn administration, and "subject centered" teaching.

The conclusions reached after these public seminars were many, but one consistent premise was that something must be done about the present teacher training institutions and their methods of preparing candidates for teaching certificates in Illinois.

Western Illinois University's College of Education was more than a casual observer of the reactions to teacher training as voiced during these public meetings. The College began to question the entire process of teacher training, but its major action was directed at the final product. What can be done to assure employing institutions that they are in fact gaining a competent individual to teach in their community?

The following document attempts to answer this question and may be helpful to those institutions seeking background information on the success or failure of performance based teacher education.

## CHAPTER I

During the summer of 1972, Western Illinois University joined a triumvirate with Springfield Public Schools and the Office of the Superintendent of Public Instruction in a pilot project to determine what performances were considered essential in order to become a proficient teacher in the public schools.

Western Illinois University's College of Education had observed the interest and enthusiasm generated by the citizens participating in OSPI's Statewide Conference on Educational Goals and Priorities. The College had determined that their method of training prospective teachers was outmoded and in need of change. However, the magnitude and severity of that change became the unknown factor. Should there be a drastic overhaul of all existing courses in the College? Were some things being done quite well and others not so well? Could Western's graduates compete with those of other institutions on the declining job market? Could they become effective teachers in the face of a changing contemporary social society? And finally, was each graduate able to perform competencies necessary to change education into a meaningful, enjoyable experience?

As the College began its self-evaluation, it looked inwardly to see if the present curriculum were adequate. Contemporary texts were being used, necessary courses in psychology, philosophy, growth and development, sociology, use of media, and methods of instruction were being taught; so what was the problem? Perhaps students were not being given the necessary knowledge, skills, and attitudes to make learning an enjoyable experience for their future students. If so, what are these competencies so desired for today's education?

Western Illinois University's College of Education decided to follow the lead established by the Superintendent of Public Instruction and take their problem to the public and ask for suggestions for improvement from lay citizens, professional teachers, students, and authorities in education. Consequently, an EPDA project was prepared and presented to the OSPI involving the groups mentioned above in deciding what was necessary to insure competent performance as a classroom teacher. (It was decided that the three categories from Bloom's Taxonomy would be used to enable the participants to concentrate in specific areas.)

In order to gain "in-put" from students then enrolled at the University a satellite campus or teaching "Center" was established in Springfield. An average of 27 student teachers was assigned each quarter to the Springfield Public Schools during this project. Also, the College of Education developed a program termed the "junior participant", "teaching assistant", or "block program" whereby 20 or more students enrolled in the College of Education could be

transferred to Springfield in order to gain significant practical experience in the public schools and to still complete the education courses required for certification. These courses were taught in the afternoons and evenings by university professors residing in Springfield. This program enabled these students to participate in the classroom activities for 4 hours daily and complete a quarter's work.

The process of selecting people to participate in the EPDA workshops was not difficult. The presence of the university students required an equal number of certificated master teachers to act as supervisors. These teachers had agreed to help train the students which gave credence to the contention that all participants were sincerely interested in the improvement of teaching performance.

Lay citizens were selected from school and civic organizations which had demonstrated an interest in better education for their children. Finally, secondary students from the public schools were invited to participate which gave representation to that body of individuals so often neglected in policy and procedure development.

This formidable group of individuals composed the general committees organized to deal with the problem of improving teacher education.

## Overview

Although Springfield District 186 was continuing an in-service EPDA project in conjunction with Sangamon State University, Component II, which was charged with the responsibility of composing a set of performances considered necessary to be a successful teacher in today's society, was added. The purpose of this phase of the project was to enlist the aid of concerned citizens in developing a set of performance-based criteria which should be mastered before a prospective candidate received her certificate to teach in the State of Illinois.

Western Illinois University provided the prospective candidates and a professorial staff with an understanding of performance-based teacher education. District 186 agreed to furnish the classroom and children needed in the experiment, plus the services of supervising teachers and administrators needed to expedite the project. The Office of Superintendent of Public Instruction offered to provide consultative service, facilities for research and media preparation, and personnel for evaluation of the finished project.

After the organizational stages were complete Task Forces were established to examine the proposal and determine the most logical ways of approaching the problems. The three categories from Bloom's Taxonomy were chosen to enable the participants to concentrate on a specific area of performance. Therefore, the following Task Forces were created: 1. Knowledge, 2. Skills, 3. Attitudes.

**Committee Action**

The Coordination Committee of the EPDA project decided a minimum of six days was necessary in order to allow sufficient time for the development of specific performance-based criteria. They determined that a Coordinator of the three Task Forces was necessary, and a professional consultant for each Task Force should be chosen. It was proposed for the Task Forces to work independently of each other, to cross reference similar performances, and to develop instruments of assessment if necessitated by the performance agreed upon.

The professional educators on the committees were expected to perform the following:

Provide professional experiences for the members.

Bring to the committee their background of teaching experience; knowledge of pupils, instructional materials, courses of study, faculty characteristics, and school policies; ability to work effectively with students; and willingness and skill in the cooperative supervision of student teachers.

Define the setting necessary to permit the intern to experience independent and responsible teaching.

Assist in defining teaching skills and developing analytical approaches to professional actions.

Share their understanding of, excitement about, and commitment to teaching.

It was the responsibility of the university students on the committee to maintain relevance by:

Sharing their opinions of the advantages and disadvantages of the existing teacher training program.

Describing their personal views of how a College of Education could better prepare them to meet the challenges they had experienced in the classroom.

Enlightening the professional teachers on the extent of their training in pedagogy.

Suggesting performances which might be incorporated in the practical stages of their teacher education.

The lay citizens were charged with the following:

Relate past experiences that indicated the classroom teacher had either performed exceptionally well or undesirably.

Present the parents' view concerning the expectations held for a member of the teaching profession.

Describe the attributes necessary to create interest and enthusiasm in learning as observed through the performances of their children.

Define acceptable performance on the part of a teacher as it relates to the anticipated learning experiences of their children.

It was rewarding to observe the zeal with which the committees attacked their assignments. Regular attendance, diligent work, and concentrated effort were factors that contributed to the excellent production of performance-based criteria for teacher education.

**Performance-Based Criteria**

The list of performance-based criteria as itemized in Appendix A was the result of this endeavor. These performances were ranked in order of significance and listed accordingly. They were cross referenced if one Task Force had arrived at a performance similar to one chosen by another group. Those so referenced might indicate the importance given that performance by the entire committee.

The committee does not present these as an exhaustive list of competencies necessary for successful performance in the teaching profession. They are those performances given priority by the individuals serving on the Task Forces. There are sufficient performances itemized in this list to insure at least a trend toward success if the majority of them are completed to the satisfaction of competent evaluators.

**Culminating Activities**

In order to determine if the performance-based criteria selected by the committee were actually those most desirable in the teaching profession, a random sample of the criteria was taken and applied to teachers in the profession. An evaluation team assessed the validity and reliability of the performance against the capabilities of professional teachers. This evaluation was followed by two workshops in which the performances were discussed, evaluated, and rewritten in more behavioral terms.

These workshops conducted by Western Illinois University were for public school administrators who would be working with supervising teachers and student teachers, and for supervising teachers who would be determining if the selected performances were actually achieved.

The administrators were expected to examine the role of the administrator in dealing with the College of Education, the student teachers, and the selection of supervising teachers. The information provided will be used by administrators who are selected to work with cooperating teachers in future years and in the selection and utilization of "competency based" instructional methods for staff development.

The supervising teachers' workshop was expected to define the role of the supervising teacher in dealing with the College of Education, the student teacher, and the school administrator. The teachers were to suggest methods of implementing the performances as identified by the project.

Chapter II of this document will discuss the results of the Administrators' Workshop and Chapter III will describe attitudes and responsibilities of the professional teachers selected to supervise students preparing to enter the teaching profession.

## CHAPTER II

## WORKSHOP FOR LOCAL DISTRICT ADMINISTRATORS

The performance-based approach to teacher education is not new. Critics of education who were active in the late '50s and early '60s, fanned the flames of unrest in the teacher training institutions. According to Harry S. Broudy, "The public was told that teachers oppressed and murdered children (at least in spirit), and that the public school, like God, was dead." Consequently, teacher training institutions became the whipping boys for the self-proclaimed critics of education.

Out of this confusion and turmoil came the realization that teacher training institutions were responsible for the performance of their graduates, not the input that was supposed to produce a qualified graduate. When the Colleges of Education realized that their graduates were to be evaluated on their ability to perform, they began to search for some method of teaching which would satisfy the demand for accountability.

This workshop was the culmination of one year's activity toward satisfying the basic demands for an experienced graduate capable of assuming the role of a professional teacher without following the "trial-and-error" method. The definition of performance-based as expressed in the Elam essay was used for this workshop. He stated:

> Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance. Furthermore, the assessment of the student's competence uses his performance as the primary source of evidence although it "takes into account" evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior . . .

In terms more understandable to the workshop participants it was stated that performance-based criteria were skills, knowledge, or attitudes which were observable and measurable and practiced by master teachers in the process of teaching. These performances were considered necessary in order for a learning atmosphere to be developed.

The use of performance-based criteria would not insure learning, but their use would enhance the possibility of having the satisfaction of teaching in an acceptable manner.

## Organization

The District's Superintendent distributed a general announcement to the local administrators that a workshop in the development and use of performance-based criteria would be conducted during the last two weeks of June, 1973. These administrators were invited to participate on a "first-come-first-serve" basis and informed that the maximum number of participants would be thirty-two. The quota was filled early and several interested administrators faced with conflicting activities were unable to attend.

The participants were divided into seven groups and worked in these small groups throughout the two weeks. It was rewarding to observe the interest and enthusiasm with which these administrators attacked their tasks. This document is a result of their ardous work, and the writer is indebted to them for contributions.

## The Problem

The workshops participants were assigned a dual responsibility. They were to examine each suggested performance for reliability, validity, and clarity. They were to develop guidelines concerning the role of an administrator in dealing with the College of Education, the University student participant, and faculty members selected as supervisors. The first task resulted in the rewriting of several performances as listed in Appendix A. The results of the second assignment are explained in the remainder of this document.

**Role of the Administrator in Performance-Based Teacher Preparation. Relationship with the College of Education.** The administrator must become knowledgeable of the terminology used with performance-based teacher education. He must be able to define the terms, give appropriate examples, and suggest methods of evaluation for each performance. He must be willing to give some of his time to conferences with college personnel and assist them in providing typical classrooms appropriate for the performances to be measured.

This administrator may expect to be involved in more activities with the college than he would under the traditional teacher training model. He should evaluate his faculty in respect to their abilities as teachers and their desire, interests, and enthusiasm to supervise a student attempting to satisfactorily complete the required performances. He would be expected to have reviewed the required performances in order to explain or clarify one if so requested. He should believe that accountability in teaching may be reached by participating in a performance-based teacher education program.

He should expect the college to have provided the student with a list of the performance criteria to be evaluated and to have explained how each may be satisfied. The responsibility for the performances resides with the college student. The administrator may expect the college to have established a system or scheme outlining the anticipated order of completion for each student. He may expect the college to provide regular supervision for the

student and conduct conferences with the supervising teacher as needed. The college should hold periodical seminars for their students at which time the progress toward completion of the performances will be discussed.

**Coordinating Faculty Supervision**

The school administrator should indicate to the superintendent and the college representative the names of those teachers who will provide the student participant with meaningful experiences. The administrator should check with each supervising teacher at the beginning of the first day of student teaching to make sure that the student teacher has been assigned to the proper station and is qualified to work in that area of specialization. He should determine if the supervising teacher has been given the specific performances to be evaluated and understands her role as an evaluator.

The administrator should evaluate the work of the faculty supervisor. If the objectives of the program are not being met, he should consult with the college representative. He should make certain that appropriate experiences necessary to satisfy the stated performance-based criteria have been given the student teacher. He should ascertain whether the satisfactorily completed evaluation was based on actual experiences or anticipated ones.

It is the responsibility of the administrator to decide if the selected supervisor actually has the desire, time, and energy to evaluate individual performances of the student. He should determine if the selected supervisor is qualified to evaluate all of the required performances. If not, he should arrange for other teachers to participate in the evaluation. He should make the following information available to every supervising teacher:

**Introduction to Performance-Based Teacher Education**

Performance-based teacher education (PBTE) offers the professionals in teaching an opportunity to participate in admission or entry of neophytes. It is a program supported jointly by the university and public school which established exact performances to be accomplished in order for the prospective teacher to be recommended for certification. The supervising teacher plays a decisive role in the screening process. This teacher will determine whether the required performances have been satisfied. You have been selected as a master teacher qualified to be a supervising teacher. If you choose to participate in this program you will be expected to follow the prescribed packet of performances and evaluate the student teacher's ability to meet the requirement. You will be the judge. Along with this responsibility goes accountability. If this candidate is certified it will be stated that he minimally satisfied the performances listed. Therefore, the supervising teacher becomes accountable to the hiring district as one who helped qualify the student for teaching. There are many benefits from participation in this program. You will be given a student teacher who has been authorized to help you in any of your professional activities. The presence of a student teacher will allow you to give the exceptional student more personal attention than you have been able to do.

As a supervisor your presence in the classroom is necessary. However, you are able to purposefully absent yourself on occasion to conduct professional duties outside the classroom. It is suggested that you reserve the privilege until the competency of the student teacher has been determined.

Do not become alarmed concerning the number of required performances. These have been established to occur within the classroom, external to the classroom, and on the university campus. The number of performances required should add variety to the methods and techniques of the student teacher. The attitude performances may be evaluated by the use of the enclosed inventories.

The use of the performance packet may cause you to conduct a little self-evaluation. There may be some required performances you are not using, or have never attempted to use. You might decide to experiment with some of the required performances which might add to your potential as a master teacher. There may be performances listed that you do not do, and you haven't any interest in trying. You are not required to do so. However, you are asked to require such a performance from the student and to evaluate it.

In order to eliminate the possibility of random sampling, it has been suggested that you consider the following procedure.

1. Review the performances with the student teacher.
2. Determine those performances the student can accomplish without additional preparation.
3. Establish a sequence of evaluation allowing the student to set the time and date for more difficult requirements.
4. Be systematic. You have twelve weeks, sixty days, or approximately 300 hours of class time. Begin immediately; you may evaluate more than one performance during a single period.
5. Keep a log of the student's activities. If you evaluate a performance and find it unsatisfactory, establish a future time when the student may try again.
6. Consult the university supervisor regularly. If you need assistance with some of the performances, ask him to attend class and participate in the evaluation.
7. Share your experiences with other master teachers. They may have developed an easier method of measuring performance.

**Relationship With the Student in Training**

In the traditional model of student teaching, the administrator has a limited role in assisting with student teaching. He is given the task of orienting the student to the school, but usually delegates it to the supervising teacher. He functions mainly as a greeter and does not become involved in the student's activities unless the student has problems which transgressed the confines of her classroom.

In a performance-based teacher training program, the administrator may be requested to function as a decision-maker, an evaluator of instruction, and as an advisor on methods and materials. He should acquaint the student with the functions of his office and specialized personnel. He should attach more importance to the presence of student teachers in his building and attempt to treat them as regular members of his faculty.

The student teacher should have information about the philosophy and policies of the school, the physical plant, the staff, the students, and the community. This is necessary due to the extent of the performances expected of the student.

The administrator participating in a performance-based teacher education program should seriously consider the following objectives in his relationship with the student in training:

1. To help her meet situations effectively by developing value judgments.
2. To help her understand herself. The student must clarify her own ideas before she can successfully communicate them to others.
3. To help her understand other people by offering a wide acquaintance with the faculty and staff of the school.
4. To help her understand the interrelationship of her area of concentration with all other branches of learning.
5. To help her apply what she knows to the new and unfamiliar.
6. To teach her the recognition of and respect for competence.
7. To provide opportunity for development of leadership.
8. To encourage her to put forth her best effort.
9. To encourage the constructive use of leisure time.
10. To recommend supplemental materials and educational media known to be helpful in a general situation.
11. To make possible the participation of other faculty members in the individual program of the student.
12. To serve as an arbitrator in any disagreement between the student and her supervising teacher.

## CHAPTER III

## MASTER TEACHER WORKSHOP

The question of who is a good teacher has been asked by educators without an answer being available. Even with the efforts that have gone into Component II, the answer is incomplete. However, it was the task of the professionals that participated in Component II to establish at least a partial list of behavioral objectives which, if mastered, would enable a student to be classified or ready to begin his first year of teaching.

In the "Guide for Student Teachers and Teaching Personnel District #186," twenty-four skills behavioral objectives, twenty-six knowledge behavioral objectives, and fifty-two attitude behavioral objectives have been stated. These 102 objectives are only the beginning of a more complete list of objectives which would comprehensively describe a fully functioning teacher.

Although several behavioral components of teaching have been identified, the integration of the components into the student teaching experience remains a challenge. Responsibility for teaching each behavioral objective must be accepted by the university or one of three people: the master teacher (supervising teacher), the area coordinator, or the principal of the school. The implication is not made that the student does not have responsibility for his education, but that someone in official capacities is checking the progress of the student toward the goal of being a teacher. Certification will depend upon the successful completion of the stated behavioral objectives as evidenced by a check list initialed by the proper authority.

**The University Responsibility**

Knowledge objectives, as stated in the 26 behavioral objectives of Appendix B of the EPDA project, are the responsibility of the university. Objectives eight, twelve, and twenty-one may be exceptions. With the institution of pre-student teaching laboratory experiences, the above three objectives could possibly be learned prior to full-time laboratory experiences.

At the time a student is presented to a school system as ready to assume the semi-professional role of student teacher, the university guarantees that each of the twenty-six knowledge items are stored ready for use at the appropriate time by the student teacher. Even with the addition of more knowledge items, given adequate review time, the student teacher would be held responsible for all items. One presents himself for student teaching only after having mastered the knowledge components.

**Master Teacher Responsibility**

The heart of the student teaching experience is the classroom triangle: master teacher, student teacher and students. Here it is that knowledge is applied in developing the skills and attitudes of a teacher. The task of the master teacher is to provide opportunities for the demonstration of the skills described, and to evaluate the success of the student meeting the criterion of the objectives.

In many of the objectives (Appendix B) such as Teaching Strategies 1, 6, 8, Needs Assessment 5 and Needs Assessment for Students 1, 7, the criterion are clear enough that the master teacher and student teacher should agree on the student teacher's performance. In objectives such as Teaching Strategies 5, where the phrase "appropriate for the ability level of students" is used, there could be a difference of opinion as to what is the ability level of any one student and then what is "appropriate" for that student. Classroom Management 1 is potentially in this subjective category also.

In the evaluation of more subjective objectives, the resident coordinator from the university would assist in making a judgment. Attitude objectives are in the category of subjectivity even with a paper and pencil inventory (Appendix C) to assess the criterion. The master teacher should be sensitive to the need for someone else to also judge the criterion behavior of the student teacher.

The behavioral objectives stated in the appendix have not been tested over a time period and in enough different classrooms to make a strong affirmation of their necessity in teaching. It is necessary because of the dynamics of the classroom, school and community to maintain a continual evaluation of each behavioral objective. In Appendix D is a suggested evaluation form for use by the master teacher after each behavioral objective. It should provide information on which the local school system, the resident coordinator, and the university could decide whether to keep, revise, or eliminate that objective. It provides information on the school and community support of the objective. The master teacher will use this instrument after each behavioral objective, each time it is taught. At the end of the year the master teacher, the resident coordinator and the university should review the list of behavioral objectives and maintain, revise or eliminate any one objective.

The master teacher's role is a dynamic one in the assessment and revision of the student teaching experience.

**Student Teacher Responsibility**

At the beginning of the student teaching experience, a list of the behavioral objectives should be given to the student teacher. Although the student teacher functions within the framework of the supervising teacher's plan and the class content taught, discernment of opportunities to put the behavioral objectives into practice should also be the responsibility of the student teacher.

When assessing the behavioral criterion for particular objectives the student teacher should feel free to express the need for additional evaluation by the resident coordinator, the principal, peers, or other master teachers in their field. Of course the master teacher would have the same opportunities for additional input. The problem that exists at this stage of development of behavioral objectives (Appendix B) is the lack of refinement through classroom testing. During later revisions, the objectives may become more objective.

Refinement is a responsibility of the student teacher. After the completion of each behavioral objective, the behavioral objective evaluation sheet (Appendix E) is used to assess the potential (strengths and weaknesses) of the objective. The master teacher and student teacher would evaluate the objectives independently. Thus the student teacher would participate in revising the student teaching curriculum. The student teacher, in cooperation with the master teacher, would keep a continuous progress chart of which objectives have been attempted and which remain to be completed (Appendix F).

**Resident Coordinator Responsibility**

The resident coordinator, along with the master teacher and student teacher, needs to identify at the beginning of the quarter those behavioral objectives which are subjective in nature and which would require his assessment along with the master teacher. Especially with such objectives as those given in attitudes: Individual differences A 5, 7 could present problems. As new objectives are agreed upon, it would become the responsibility of the resident coordinator to train principals and master teachers in the effective implementation of the objectives.

**Attitude Objectives**

A special word of clarification needs to be given in relation to the attitude behavioral objectives. Attitudes are the inner feelings of the person toward a situation. Appendix C gives the check lists for overt behaviors which reflect the attitude being observed. Of course, if one knows the overt response such as in Individual differences A 6, the student may exhibit the behavior without having the feeling. If the attitude is to be developed, additional evaluation of an introspective nature will be necessary to assess the true feeling. Interpersonal relations of mutual trust must be established before the student would be willing to share negative feelings.

Even if the objective assessment of the behavior reflecting attitudes is negative, the behavioral approach requires teaching before performance assessment, therefore the master teacher would need to structure events to reinforce the attitude. Teaching comes before performance assessment.

**Summary**

Exact responsibilities of the university, the master teacher, the resident coordinator and the student teacher should be tentative at the present time. The objectives stated need more empirical testing before they are accepted one hundred per cent for the student teaching curriculum. Criterion statements need to be validated. The question of how much master teachers can teach attitudes should be answered. With these limitations in mind we should proceed to put student teaching on a more scientific basis.

## OVERVIEW OF EPDA
## SUMMER WORKSHOP FOR FIRST YEAR TEACHERS

During a two week period following the termination of the 1972-73 school year, thirty first year teachers met for approximately three hours daily for five evenings a week to design a model for inservice education for incoming first year teachers. The project was undertaken by instructors from Sangamon State University with Springfield District 186 personnel. University credit was optional. Teachers were provided a modest stipend for participation in the project.

Activities were conducted which defined the goal of inservice education as the improvement and development of professional and/or instructional staff. The program of work for the teachers was a goal-directed change process based on past inservice experience and directed toward the alteration and improvement of that program. Recommendations could effect changes in environment, structure of the organization, function and personnel.

Selected reading on inservice education acquainted the teachers with the necessary background for the project. A personal profile sheet provided each teacher an opportunity to react individually to previous inservice experiences and to identify strengths and deficiencies. From this survey a list of topics for inservice programs was compiled. At this point a review of goals and objectives began the process of goal definition for the group. Through small groups twenty-one priority goals were established. These goals were rated as to their importance and this was keyed to needs assessment.

These twenty-one goals were divided among the small groups which followed a program development worksheet. This instrument contained the defined goal. Sub-titles contained the district program objective, and the outcome. Further development provided a program design with a narrative description, the resources needed, the facilities required and the staff time. Diversity of activities, time schedules, and flexibility were an essential part of the program planning. The final step was to design an evaluation strategy which included criterion measures, data collection procedures and scoring procedures.

At a number of points in the process copies of all of the programs were circulated in an unfinished state so suggestions and ideas could be supplied by those in the larger group. Each group reviewed its own goal development plan, refined the product and presented it to the entire group for further review, critique and final revision.

The teachers felt that they had a program incorporating those items necessary to an inservice program for the teachers of Springfield, Illinois. They would like to have had more time for review, revision and refinement of the model.

**Schedule for the**

**EPDA SUMMER WORKSHOP FOR FIRST YEAR TEACHERS**

**June 4-15, 1973**

**Workshop Directors**

Dr. James Nighswander — 525-3097
Mrs. Eugenia Small — 525-3023

**Monday, June 4**

- Overview of the workshop
  - Purpose of the program
  - Goals of the program
- Inservice — A general introduction
- Inservice — The Springfield program
- Program Planning — General Presentation
- Literature to be read by Wednesday session:
  - Individualizing Inservice Education for Teachers
  - EPDA Evaluation Results (1971-72 and 1972-73)
  - CBTE Material
- Personal Profile Sheet

**Tuesday, June 5**

- No Meeting
  - Read materials distributed Monday
  - Complete Personal Profile Sheet

**Wednesday, June 6**

- Discussion of assigned readings
- Review and discuss evaluation results of EPDA First Year Teacher Programs
- Small Group Work — Develop goals for a first year teacher inservice program
  - Elementary
  - Middle School
  - High School
- Submit goals by end of meeting

**Thursday, June 7**

Review of goal statements
Rate importance of goals
Rate level of performance

Performance objectives — general presentation

Small Group Work — Begin development of performance objectives

**Friday, June 8**

Small Group Work — Continuation of development of performance objectives

Program design — general presentation

* * * * * * * * *

**Monday, June 11**

Small Group Work — Program design

**Tuesday, June 12**

Small Group Work — Complete program design (if not already completed)

Evaluation — General presentation

Small Group Work — Evaluation design for inservice programs

**Wednesday, June 13**

Small Group Work — Continue with development of evaluation design (if necessary)

Small Group Presentation of proposals

Critique proposals

**Thursday, June 14**

Small Group Work — Make final revisions of inservice program proposals

Prepare proposals for submission on Friday

**Friday, June 15**

Luncheon meeting at Nino's — 11:00 a.m. - 1:00 p.m.

Discuss changes made in proposals since Wednesday's critique session

Submit final program proposals

## PROGRAM GOAL

#1 Teachers will develop skills in the establishment and maintenance of classroom control.

## DISTRICT PROGRAM OBJECTIVE

Teachers will demonstrate a knowledge of the acquisition and extinction of operant behavior.

## OUTCOME

Given a student with a behavioral problem, the teacher will modify the student's behavior using operant behavior techniques.

## PROGRAM DESIGN

**Suggested Activities**

A specialist from the resource center will video-tape a master teacher's classroom concentrating on behavioral situations. The tape will be evaluated and then discussed with first year teachers, then by a consultant on operant behavior from Sangamon State University at a later date.

Have a consultant from Sangamon State present a series of prepared video-tapes on operant behavior.

Full day inter-school visitations to schools within a 150 mile radius of Springfield that are implementing some specific form of behavior control technique.

**Resources Needed**

District staff — specialist from resource center. Equipment — video-tape machine. Consultants from Sangamon State (video-tapes). Visitation request approved.

**Facilities**

Classroom of master teacher. Discussion and evaluation at specified school. Any school within 100 mile radius.

**Staff Time**

One week for filming in classroom. One evening for evaluation and discussion. One day for visitation.

## EVALUATION STRATEGY

**Assessment Procedures**

Completion of checklist for identification and solution of a behavior problem during video-tape.

Have a behavior modification data sheet keeping record of behaviors being modified in classroom.

Complete observation inventory sheet after visitation.

**Data Collection Procedures**

Central office will be responsible for collection and tabulation of data.

## PROGRAM GOAL

#2 Teachers will be aware of current materials available to them.

## DISTRICT PROGRAM OBJECTIVE

The teacher shall be informed of available materials and will search out these materials and recognize their possible application in the classroom.

## OUTCOME

Given the need to teach a specific concept, the teacher will select appropriate materials (films, tapes, slide-records, games, supplementary reading, magazines, newspapers) from the school/community libraries and materials centers and use them practically and efficiently.

## PROGRAM DESIGN

**Suggested Activities**

1. Have one day devoted to a combination of practical activities. The group would be divided (suggest by levels — high school, elementary, middle). Each would spend a session (1/3 day) at the Instructional Resource Center with the option(s) to visit the following places for their open sessions: (a) OSPI building, (b) Lincoln Library, (c) State Library, (d) Materials Center — Board Office, (e) Visit to classrooms in their building, (f) State Museum, and (g) A listing of agencies that offer services/materials to the schools would be given to each participant so that he could choose to visit one of the agencies listed.*

2. Offer a half-day option early in the school year to either: (a) visit with an (intra- or inter-school) experienced teacher within your own speciality (to discuss available materials;) or (b) have that time off to work on classroom projects at the Instructional Resource Center.

**Resources Needed**

(a) OSPI consultants, (b) Librarians, (c) Board office staff, (d) Building secretaries, (e) Museum Curator, (f) Various agency representatives, (g) James Elledge, (h) Handout of listing of agencies, and (i) others.

**Facilities**

(a) OSPI building, (b) Lincoln and State Libraries, (c) Materials Center, (d) Instructional Resource Center, (e) Classrooms — in building, (f) State Museum, and (g) others.

*This group of activities should take place prior to the beginning of the school year.

**Staff Time**

1. One day for that activity. One day's planning.
2. One-half day for this activity. One-half day's planning.

## EVALUATION STRATEGY

**Assessment Procedures**

1. A questionnaire for each activity used be available during the year at the various locations. Participants would complete a form after having checked out or used materials from that facility sample questions for evaluation:
   a. How did you use this material in your class?
   b. Did you feel the material was helpful and effective in your teaching?
   c. How did your students react to this method? (bored, motivated, aided learning?)
2. The amount of use of the Instructional Resource Center (number of times visited; what materials were used . . . This could be done by checking the sign-in list at the Center.

## PROGRAM GOAL

#3 Teachers will be aware of the various teaching approaches and develop skills in using approaches applicable to their given situation.

## DISTRICT PROGRAM OBJECTIVE

The teacher will recognize individual differences in her students and apply appropriate learning approaches to fit individual needs.

## OUTCOME

The teacher will demonstrate an ability to identify individual differences and adopt appropriate learning approaches to meet individual learning needs.

## PROGRAM DESIGN

**Suggested Activities**

1. Courses offered cooperatively by District #186 and an university on individual differences (learning styles).
2. Workshops designed to stress different learning approaches through demonstration, role playing, filmstrips, lectures. (These should be conducted for different levels, i.e. primary, interd., middle schools and high schools.)
3. Special resources: (a) experts in the field of learning, (b) films — slides, (c) printed material, and (d) professional literature.
4. Visitations would be made to other classrooms within your own school, to other schools in the district and to schools outside the district to observe practical application of various teaching approaches.

**Resources Needed**

1. Instructor to conduct course.
2. Workshop instructor, maybe from district or outside source.
3. Outside resource people, films, slides, printed material and professional literature.
4. Released time for teachers. Substitutes.

**Facilities**

Where facilities are available.

**Staff Time**

Dependent on activity.

## EVALUATION STRATEGY

**Assessment Procedures**

1. Teacher staffing on appropriate students who are not meeting educational classroom objectives.

2. Teacher's assessment of progress made by the student involved. Teachers will demonstrate proficiency in various teaching approaches by assessing individual student progress after applying these approaches.

3. Pre-test and post-test in subject matter in relation to teaching techniques used.

**Data Collection Procedures**

The teacher will collect data by using pre-test and post-test before and after application of teaching approaches.

## PROGRAM GOAL

#4 Teachers will understand the unique characteristics of the student as an individual and the group(s) with which they work.

## DISTRICT PROGRAM OBJECTIVE

A. The teacher will identify the groups with which the individual works and interacts.

B. The teacher will identify the unique characteristics of these groups and how they interact with other groups.

C. The teacher will identify the unique characteristics of the student as an individual.

## OUTCOME

A. Given a need to communicate with students, the teacher will be able to name the groups, their structure, and their members.

B. Given the need to communicate with students, the teacher will explain the social and intellectual performances of the groups in terms of its unique characteristics.

C. Given a need to communicate with students, the teacher will be able to explain a student's social and intellectual performance in terms of the student's unique characteristics.

## PROGRAM DESIGN

**Suggested Activities***

Hold a panel interview of students and teachers. Topic: Individual Characteristics and Group Characteristics.

Presentation of simulation games for communication and self-concept. Someone knowledgeable in this field could demonstrate the use of self-concept devices and experiments in problem-solving experiences. (Area-Service Center in Urbana)

Teachers could be presented with a personality test, which might include such items as "what would do in free time" — or lists of behavioral traits that might apply to self. This idea can be taken back to the classroom and the teacher would learn about the individuals and groups.

In a lecture-discussion situation, a psychologist or social worker could describe the sociogram. The teacher could then use the sociogram in the classroom to increase knowledge of groups and individuals.

Informal discussion on student-teacher relationships (for example, help for the teacher with a particular student relationship). Dick Bodine might be a possibility as a resource person.

Have a sensitivity workshop led by a qualified person. The purpose of this is to show the new teacher techniques in being sensitive to others.

A qualified person in the district could show the teacher samples of achievement tests used in the district, samples of scoring and how to interpret tests.

**Resources Needed**

Representative students from District #186.

Representative from Area Service Center in Urbana to present simulation games.

Sociogram, personality test and representatives to explain its use and importance.

Dick Bodine for student-teacher relationships.

Gary Combs, Sangamon State "Sensitivity".

Representative to explain use of achievement tests.

Mark Heyman, Sangamon State on simulation games.

Any simulation games and equipment necessary for the demonstration.

*These activities support all three objectives of Goal No. 4.

**Staff Time and Facilities**

We suggest that this topic be presented in a one evening workshop. The first year teacher will be required to attend four of the six mini-workshops (as suggested in the activities) being offered simultaneously in either a large multi-purpose room or cafeteria where the teacher will be allowed to move freely from one group to another.)

We also suggest that this inservice workshop be presented in the fall of the year.

## EVALUATION STRATEGY

**Assessment Procedures**

The first year teacher will be administered a pre- and post-test to determine the teachers growth in recognizing and understanding the characteristics of the student as an individual and his relationship to the group(s) with which they work.

The first year teacher will also be asked to administer a pre- and post-test to his students in the middle and high school level to determine the teachers growth in recognizing and understanding the characteristics of the student as an individual and his relationship to the group(s) with which they work.

**Data Collection Procedures**

A measurement specalist will be assigned to the task of constructing a test for use before and after the workshop one for one to be administered by the teacher (post- and pre-). He will also be asked to develop a test to be used at the suggested period of two to three months following the workshop in addition to the already administered post-test. This will be a test of retention.

## PROGRAM GOAL

#5 Teachers will develop skills in the efficient and effective use of time and facilities.

## DISTRICT PROGRAM OBJECTIVE

1. Given a teaching situation, the teacher will demonstrate the ability to utilize time in an effective manner.

2. Given a teaching situation, the teacher will demonstrate the ability to utilize space in an effective manner.

## OUTCOME

1. Given a teaching day and situation, the teacher will make her preparations for the most effective use of time by completing a schedule and following through.

2. Given a specific teaching area and equipment, the teacher will arrange the facility to fit the needs of various groups and individual learning facilities.

## PROGRAM DESIGN

**Suggested Activities**

1(a) Scheduling of Time — this schedule of time should be broken up into short periods in each of which shall be a specific activity for accomplishing a goal. Important parts of the schedule should be class preparations, teacher preparation and specifically for the beginning of the school year, the filling out of forms, assignment of books and methods for acquainting teacher to students and student to student.

1(b) Have an efficiency expert come in and lecture on efficiency in the classroom. Use demonstrations and discussions.

1(c) The teacher will make visitations to classroom of teachers who have demonstrated by previous accomplishments that through the effective use of time, teachers can operate an efficient classroom.

2(a) Diagramming — after having effectively planned her time and being prepared for the activity to take place, the teacher will draw a diagram of her class space and place students and materials in order to gain an overview of how the activity can best be executed. This includes the arranging and rearranging space for small and large group discussions. This is another attempt to enhance teacher preparation.

2(b) Efficiency Expert — A consultant will advise the new staff on means of using space in a given area effectively and efficiently. He may point out the important factors to take into account in planning activities within a given area with physical restrictions. This activity should be mainly discussion and examples prefaced by a short introduction by the consultant. (Perhaps more than one consultant would enable a more individualized or small group activity.)

2(c) The teacher will make a visitation to classrooms of experienced teachers recommended by the district for previous accomplishments relating to well planned classrooms.

**Resources Needed**

1(a) To plan an effective schedule, it will be necessary to provide the new teacher with district staff members who have displayed effective use of classroom time. Through free discussion, the new staff member should be able to inquire into the process and importance of the development of a well-planned schedule with emphasis on the details needed to be accomplished from the very 1st day in order to establish an organized working atmosphere.

1(b) Outside consultant — efficiency expert.

1(c) Experienced teacher who has displayed well planned classrooms.

2(a) Use of efficiency expert. It would be valuable to discuss the activity to be executed with someone who has used it to see how they used their time. This would be a staff member from the target school.

2(b) Efficiency expert on the use of space. There are many reputable firms in Springfield which sponsor such consultants. (Materials needed by consultant may include an overhead projector, slide projector, etc.)

2(c) Experienced teachers in the district who have displayed well planned classrooms.

**Facilities**

1(a) To take place prior to the opening of school at the EPDA summer workshop. For best results, it may be valuable for the teacher to meet with a person from their own school in the school in order for the knowledge gained to be applicable.

1(b) A few days before the first week of school in a lecture-discussion type situation.

1(c) In various schools in the district.

2(a) This could take place prior to school (summer workshop), to prepare the room for the opening and also during the year when the need arises through a visitation to a room where the activity is taking place.

2(b) This activity should take place prior to the beginning of the school year within a summer workshop for new staff.

2(c) In various classrooms in the district.

**Staff Time**

1(a) This should be included as a portion of the EPDA summer workshop — preferably a 2-3 hour discussion session.

1(b) A half-day session/workshop.

1(c) During a regular teaching day, substitutes will be needed.

2(a) A short 2-3 hour discussion during the summer workshop. Also, visitation time periodically on request during the school year.

2(b) This activity should be given a flexible time allotment allowing about 2-3 hours.

2(c) ——

## EVALUATION STRATEGY

**Assessment Procedures**

1(a) On a daily basis the teacher will evaluate her success as to the attainment of her goals by re-evaluating her schedule and making changes necessary for improvement.

The new staff as a whole, after the 1st week of school will provide input (verbal or written) as to whether time spent on this activity was valuable to them.

1(b) By questioning after the first week of school, the teachers will respond as to whether their needs were met with reference to efficiency experts' lectures.

1(c) Through an evaluation form filled out by the teacher after the visitation.

2(a) The new staff as a whole after the first week of school, will provide input (verbal or written) as to whether time spent in this activity was valuable to them.

2(b) After one week of trial use of space, equipment, materials, and curriculum, the teacher will evaluate the effectiveness of the Efficiency Experts' lecture and discussion session. (Did this activity meet the needs of the teacher as an individual with a specific teaching area?) This evaluation should be either in written questionnaire form or in verbal feedback.

2(c) Through an evaluation form filled out by the teacher after the visitation.

**Data Collection Procedures**

1(a) The administrators of the program will collect the data from the new staff by either verbal or written means — whichever is preferred — at the end of the 1st week.

1(b) Teachers.

1(c) By the administrators of the evaluation form upon completion of it after the visitation.

2(a) The administrators of the program will collect the data from the new staff by either verbal or written means — whichever is preferred — at the end of the first week.

2(b) The collection of the evaluation should be made no earlier than one week after the beginning of school and no later than three weeks from the start of school. The evaluation will be made by the new staff members in written questionnaire form or verbal feedback to the administrators.

2(c) By the administrators of the evaluation form upon the completion of it after the visitation.

## PROGRAM GOAL

#6 Teachers will be aware of goals of the curriculum at all grade levels.

## DISTRICT PROGRAM OBJECTIVE

The teacher will become familiar with the curriculum guides and/or course descriptions as well as materials used in the elementary, middle and secondary grade levels.

## OUTCOME

Using the resources listed above, the teacher will adapt his program to meet the specific academic needs of the student.

## PROGRAM DESIGN

**Suggested Activities**

1. An experienced teacher from each field will meet with first year teachers in corresponding fields to discuss curriculum and resource materials.
2. Special area coordinators will meet with first year special subject teachers to discuss curriculum and resource materials.
3. First year teachers will meet with representatives on the curriculum council to discuss their specific areas.
4. First year teachers will meet with area specialists from OSPI to discuss materials available.

**Resources Needed**

1. Master teachers from each field.
2. Special area coordinators.
3. Curriculum council representatives.
4. Area specialists from OSPI.

**Facilities**

Specified building.

**Staff Time**

Activities one and two will meet at the same time. At conclusion of first meeting, the entire group will meet for the third activity. Evening meeting—one hour per session.

## EVALUATION STRATEGY

**Assessment Procedures**

Knowledge interest survey administered prior to the meetings and repeated again at later meeting.

**Data Collection Procedures**

Central office staff will designate who will be responsible for collection and tabulation of data at conclusion of meeting and before the first meeting.

## PROGRAM GOAL

#7 Teachers will be aware of special services provided in the district.

## DISTRICT PROGRAM OBJECTIVE

The teacher, after being informed of all available special services, i.e. psychological services and guidance counseling, will search out and recognize possible application in the classroom.

## OUTCOME

Given a student or students with a specific-special problem, the teacher will recognize that problem and refer the student to the appropriate specialized personnel.

## PROGRAM DESIGN

**Suggested Activities**

Participants are given the option of attending an "open house" session at both and/or either McFarland Zone Center (afternoon) and/or Gateway House. Certainly one of these should be attended.

One evening structured around given areas — example — each person conducting a workshop in different rooms of Grant Middle School with people free to float from area to area according to interests. Or, if not individually interested in given areas, participants has pre-arranged meeting set up with someone of more personal interest from special staff list in Directory.

| Given Areas | Special Areas |
|---|---|
| Psychologist | Gateway House |
| Social Worker | McFarland Zone Center |
| Guidance Counseling | |
| Trauma Center | |
| Speech Correctionist | |
| Special Education | |
| Probation-Court Officer | |

**Resources Needed**

Outside: McFarland Zone Center; Gateway House

District Staff: Psychologists, Social Worker, Speech Clinician, Special Education, Guidance Counseling.

Consultant: Trauma center doctor, Probation-Court Officer.

**Facilities**

Gateway House, McFarland Center, Grant Middle School.

**Staff Time**

Activities — One afternoon and two evenings.

Setting up time — One day.

## EVALUATION STRATEGY

**Assessment Procedures**

This activity should be early in the school year so the teachers can be prepared. (Approximately in October)

After the various speakers are finished — approximately 1½ hours after beginning of the evening —

1. Oral discussion in Grade or Specialty areas groups (approximately 3-5 people per group) discussing type of testing they are examining in cumulative folders, how to evaluate and how practical are the applications.

2. Also (larger) group discussions of practical problems that are occurring and planning out a method to begin steps towards helping the child in question.

3. After the McFarland Zone Center and Gateway House visitiations written evaluation forms with excellent, satisfactory and unsatisfactory with room for comments.

4. Have the teacher actually begin to fill out a referral form for a child who the teacher feels is having some difficulty. In doing this they will learn to use the cumulative files and realize the areas of specialties that are available to each child.

## PROGRAM GOAL

#8 The teacher will become more competent to meet the needs of her students by obtaining proficiency in several motivational techniques, such as rewards, punishment, praise, ridicule and etc.

## DISTRICT PROGRAM OBJECTIVE

The teacher will (a) acquire, (b) demonstrate, and (c) evaluate various motivational techniques within the classroom to achieve maximum individual performance.

## OUTCOME

Given a particular motivational problem, the teacher will be able to analyze the situation and be able to bring about some changes in educational behavior by using appropriate motivational methods.

## PROGRAM DESIGN

**Suggested Activities**

Methods of motivation should be presented to teachers in district programs. Methods of motivation programs should include rewards, praise, and punishment.

1. District course offered in motivational methods.
2. Workshops offered in specific motivational techniques.
3. Special resource people to discuss methods.
4. Use of District teachers who have used or are using types of motivational methods.
6. Group discussion.
7. Study of successful case histories rising appropriate motivational techniques.

**Resources Needed**

1. Instructor for course in motivational methods.
2. Workshop Instructor.
3. Outside resource people.
4. Selected master teachers from district.
6. Group discussions.
7. Books, films.

**Facilities**

Where facilities are available.

**Staff Time**

Dependent on activity.

## EVALUATION STRATEGY

**Assessment Procedures**

The teacher shall demonstrate a knowledge of motivational skills by making a list of various motivational techniques.

Teacher shall observe and analyze all changes in motivation among her pupils.

The teacher, in her classroom, shall apply techniques in motivating pupils.

**Data Collection Procedures**

Teacher will make list of motivational techniques.

Teacher will observe and record changes.

## PROGRAM GOAL

#9 Teachers will be aware of factors underlying the acquisition of attitudes and develop skills in the modification or reinforcement of attitudes.

## DISTRICT PROGRAM OBJECTIVE

A. The teacher will be able to identify an existing attitude.

B. The teacher will be able to detect the underlying development of the attitude.

C. The teacher will evaluate an attitude and generate modification of an attitude.

## OUTCOME

A. Given a student with a particular behavior, the teacher will be able to name the attitude(s) affecting the behavior.

B. Given a student with an attitude affecting his behavior, the teacher will explain the development of the attitude.

C. Given a student with a particular behavior, the teacher will list the need for and the method used in the modification of an attitude.

## PROGRAM DESIGN

**Suggested Activities**

A. An informal discussion with a social worker and psychologist of the school district could be employed as a means of meeting this objective. It would be the responsibility of those individuals to draw upon their experiences and relate to the first year teachers methods used in determining that an attitude exists, the developmental process of an attitude and the method used to modify an attitude if the need arises. The discussion should center around such areas as how attitudes affect learning (intellectual), student attitudes towards authority and structure within the classroom, attitude affecting social relationships and teacher's attitudes toward parents. In the same evening, it would be beneficial if the social worker and psychologist administer an attitudinal survey to the group and allow opportunities for discussion concerning the results of the survey. This device would help the teachers recognize their own attitudes and the impact these attitudes may have on their students.

B. A workshop could be held, dealing with race relationships in order to determine the individual attitudes of teachers. (A similar workshop was held for principals and administrators during the '72-73 school year.) The basis for this suggestion results in the fact that a teacher must be aware of one's own attitudes before dealing with student attitudes. An intense workshop could be held dealing with the teacher's attitudes concerning race, the development of the attitudes, and modification of the attitudes in order to treat all students fairly. Suggestions or guidelines could be developed to help a teacher determine how his attitudes towards race affect his students and what can be done to alleviate the problem.

C. Present hypothetical student attitudes and behavior to the first year teachers and have them simulate their action response as teachers. Before assuming a role playing situation, the teacher would have to be instructed to recognize the attitude, the development of it, and possible alternatives used to modify it. Then the role playing situation could take place. It would be possible to video-tape the situation and hold a discussion concerning the best means of modifying the attitude or behavior.

**Resources Needed**

A. A social worker and psychologist of the school district, an attitudinal survey (either one already existing or to be developed by a measurement's expert.)

B. A staff of human relation specialists should be employed to run the workshop. A format similar to the one used in the principal's workshop could be used.

C. A member of the district staff knowledgeable in the area of attitudes and a video-tape machine would be needed.

**Facilities**

A. Any school facility (classroom) would be suitable. However, the group should be limited to 20 or 30 first year teachers, heterogeniously grouped, in order to allow full participation by members present.

B. A large gym or multi-purpose room would be needed, so that various activities provided by the specialist could take place simultaneously. Also, teachers would be free to easily move from one activity to another.

C. Either a classroom or multi-purpose room setting. The teacher will divide the group into elementary, middle, and high school groups.

**Staff Time**

A. A two and a half-hour session should be adequate. Since the activity is limited to a group of 20 or 30, feedback from the group could indicate whether another session should be held at the later date to include more teachers.

B. Suggest a half-day or possibly a full day workshop. This workshop should not be limited to first year teachers, but should include staff — district wide, in light of desegregation plans. Therefore, the workshop would need to be offered several times during the year.

C. An evening session of $2\frac{1}{2}$ hours would be sufficient.

## EVALUATION STRATEGY

**Assessment Procedures**

A. Since an informal discussion and attitudinal survey are used as a means of meeting the objective, measurement should be assessed by the social worker and psychologist by informal observation of the teachers in their participation in the discussion and understanding of factors involved in the acquisition and modification of attitudes.

Self-rating scales by the first year teacher could be employed to allow for one's own judgment of growth as a result of the session.

B. A survey or questionnaire presenting hypothetical situations with multiple-choice responses could be used to determine a teacher's attitude towards race relations. Each response to a question is weighted and the total number of points accumulated gives a teacher an indication of his attitudes towards ethnic groups.

C. The use of the video-tape and informal discussion concerning the methods employed in modifying behavior, would be a good means of assessing the objective.

**Data Collection Procedures**

A. Informal observation techniques would be done by the social worker and psychologist.

Self-rating scales have already been composed by district staff and could be administered by either the social worker and psychologist or a member of the group. Since growth is judgmental in this area, the self-rating scales should be used solely for the benefit of the teacher.

B. Since race relations is such a sensitive subject, it would be best to give the answer sheets to the teacher and let him determine his own attitudes according to the survey. The survey could be administered by the individual teacher and used solely for his own benefit.

C. The objective and outcome would be assessed at the meeting by the informal observation of the group leader, based on the methods used on the video-tape and the following discussion.

## PROGRAM GOAL

#10 Teachers will develop skills in human relations.

## DISTRICT PROGRAM OBJECTIVE

A. Teachers will develop skills in comprehending interrelationship between students, teachers, and community.

B. Teachers will develop skills in technique which facilitate communication between students, teachers, and community.

## OUTCOME

A. Given a teaching situation in a particular geographic area, the teacher will identify the unique characteristics of the students and adults and their interactions.

B. In an attempt to integrate school and community, the teacher will utilize such techniques as role playing, simulation games, visitations into the community and visitations from the community, etc.

## PROGRAM DESIGN

**Suggested Activities**

A(1) Tour of City by Junior League. The tour explored the community for possibilities of field trips for students in elementary grades.

A(2) Urban League — Invite members from the Urban League to share with the new staff the goals and objectives of the league. They should also provide information on what teachers can do to help meet these goals within the classroom and make them aware of the current "problems" with which the Urban League is dealing including special needs of minority groups in Springfield.

A(3) Visitation to McFarland — This visitation is to familiarize new staff with services available there and the methods used in dealing with special problems.

A(4) Visitations to — observation and participation in the Interracial Institute at Sangamon State (if time periods permit) to gain an idea of the attempts being made to better interracial communications.

A(5) Show slides and tell about programs in action — tell of first hand experiences, helping develop skills in comprehending interrelationships between teacher, students and community.

B(1) A workshop by Dick Bodine on use of role playing and simulation as a creative technique which can effectively be used to facilitate communications between students, teachers, and community.

B(2) Visitations into the Community — In this activity the teacher will visit places such as major industry, youth organizations, churches, etc., within her geographic teaching area to gather information which will be useful in developing an understanding of her students. The teacher will find it necessary to make an appointment with a leader of the organization and formulate some questions which when answered will give her a greater awareness of the needs of her students both within the school and outside of the school. Following the teacher visitation, it would be appropriate to conduct a field trip (using pre-field trip activities to prepare students and also post-field trip activities to evaluate and discuss the purpose of the trip and how well it met the student's needs) to the organization and/or invite a leader from the organization to visit your classroom and conduct a session on human relations and communication and their importance to the student.

B(3) Visitations from the community — for this activity members of the community will be invited to talk to the first year teachers about their work in the community. For example, a political figure, a volunteer at one of the nursing homes or hospitals, or someone working with people who have drug problems might be invited. They would tell what they are doing to facilitate communications and how the teacher might utilize their work in the classroom.

**Resources Needed**

A(1) Junior League makes arrangements and their services are donated.

A(2) Members of the Urban League who are involved in directing and initiating action within the organization. (Directors)

A(3) Directors or knowledgeable people from each of the departments (alcoholic, special education, etc.) to act as guides and to answer questions.

A(4) Instructors of the Institution.

B(1) Dick Bodine.

B(2) A substitute teacher may be required in order for the new staff member to make a visitation (this may be for ½ day). Appointments with leaders of organizations will be scheduled. Time set up for field trips and/or visits to the classroom by leaders of organizations.

B(3) Members of the community to act as outside consultants.

**Facilities**

A(1) In the community.

A(2) This activity should be held during the pre-school workshop for new staff.

A(3) McFarland Zone Center.

A(4) Sangamon State University.

B(1) In a library or classroom.

B(2) This activity would take place at an organization chosen by the teacher to meet her needs in understanding her students. There would be a part of this activity done in the teacher's classroom.

B(3) Any room large enough to hold the teachers and consultants.

**Staff Time**

A(1) Half-day before school begins.

A(2) Due to the importance of this activity, there will most likely be a lengthy discussion so a time period of about 3 hours will be necessary.

A(3) 2-3 hours to tour the facility and ask questions.

A(4) Afternoon session or morning session or both.

B(1) Half-day workshop (or as a part of the Workshop on Creativity)

B(2) The visitations to organizations by the teacher would require at least ½ day of school time. This would also be true of field trips although the time involved in this and resource person visiting the classroom would include the students.

B(3) One session of perhaps three hours either before school starts or early in the year.

## EVALUATION STRATEGY

**Assessment Procedures**

A(1) Survey at the end of school year to see how many teachers took advantage of information gained by going on field trips.

A(2) Through written or verbal feedback to such questions as: Did participants feel time and effort was well spent; What were the major strengths and weaknesses of the activity? etc.

For evaluators a means to assess attitude change in new staff members would be helpful such as an inventory prior to and following the activity.

A(3 and 4) Through written or verbal feedback to such questions as: Did you like it? Was the activity useful? Is there a better way to do it?

B(1) Question 1-5 Survey of Use of games and role playing in the classroom throughout the year.

B(2) The new teacher will report to other new teachers on the success of the visitation and how well this met her needs and may be useful to others.

The teacher will submit a written evaluation of the visitation to the administrators including such things as: (1) Were her needs met? (2) Was it of value in developing an understanding of the unique characteristics of her students? (3) Would she recommend this organization for others to visit? (4) Was the organization cooperative? (5) Did she gain any new concepts in furthering her ability to communicate with her students? etc.

B(3) The assessment procedure for this activity will be a group discussion after the meeting with the outside consultants. In the discussion, teachers will be able to share how they reacted to the consultants.

**Data Collection Procedures**

A(1) Survey at the end of the year.

A(2) The data should be collected by administrators following the activity in written or verbal form.

The data should be collected prior to the activity and also after a given period of time in which an attitude change "may" be developed by the new staff member in working with her students. (3 months later or even at the end of the school year)

A(3 and 4) Immediately after the activities by the administrators of the program.

B(1) After workshop — questionnaire — teacher.

B(2) This data should be given to the administrator (written evaluation) and the other new staff members (verbal evaluation) as soon as possible following the visitation in order to be of benefit to those others who wish to make use of the organization for their teaching area.

B(3) The outcome will be assessed after the consultants have visited the teachers. Also, the outcome might also be assessed when the consultants actually come into the classroom to address the students concerning their work. Teachers might report back to the administrators concerning the reception given by the students to the consultants.

## PROGRAM GOAL

#11 Teachers will be aware of the philosophy, rules, and regulations of the district.

## DISTRICT PROGRAM OBJECTIVE

1. The teacher will become familiar with the philosophy of the district and his school.
2. The teacher will become familiar with the guidelines governing the district.

## OUTCOME

The teacher will know what professional agencies serve him, what the freedoms and restraints are in the system and where to find information on the philosophy and regulations.

## PROGRAM DESIGN

**Suggested Activities**

1. The Principal and Counselor will meet with first year teachers to discuss the philosophy, rules, and regulations of the school.

Then a representative of the district will meet with all first year teachers to discuss the philosophy of the district.

2. A representative from S.E.A. will meet with first year teachers and will discuss guidelines, rules, and regulations of the district.

A representative from the district will meet with first year teachers and will discuss guidelines, rules, and regulations of the district.

**Resources Needed**

1. Principal, Counselor, and representative from district.
2. S.E.A. representative and district representative.

**Facilities**

1. Specified school building.
2. Specified school building.

**Staff Time**

1. One evening meeting during pre-school workshop.
2. During pre-school workshop.

## EVALUATION STRATEGY

**Assessment Procedures**

1. Have a P.C.I. Survey administered.
2. Administer P.C.I. Survey.

**Data Collection Procedures**

1. Central Office.
2. Central Office.

## PROGRAM GOAL

#12 Teachers will be knowledgeable about district testing programs (educational and psychological) and possess the ability to use test results in their own teaching situation.

## DISTRICT PROGRAM OBJECTIVE

The teacher will be familiar with and demonstrate the ability to administer, apply, and interpret various testing devices.

## OUTCOME

Given the need to test students, the teacher will efficiently administer the testing device and will show practical interpretation of the results in relation to the students.

## PROGRAM DESIGN

**Suggested Activities**

This should be held around November and it should take about one full evening period.

1. For first part of evening, have a psychologist in for open discussion on facts about psychological testing, various reasons why testing should take place and how to handle test results.

2. Have district personnel in for second part of evening. They should be knowledgeable about educational testing procedure used in District #186. They should use concrete facts.

3. Mention should be made of availability of the following book, "Mental Measurements Yearbook" edited by Oscar Krisen Buros.

**Resources Needed**

1. Sample copies of Standford, Otis Lennon, Metropolitan and District #186 Psychological test forms.

2. Sample copies of the above test results.

3. Qualified personnel for explanation, interpreting and applying of test results to the individual child.

4. Copy of "Mental Measurements Yearbook".

**Facilities**

Grant Middle School or regular meeting place.

**Staff Time**

One day planning, one evening of class time.

## EVALUATION STRATEGY

**Assessment Procedures**

Oral evaluation* done in three sessions according to grade levels.

1. Elementary discussion group.
2. Middle school discussion group.
3. High school discussion group.

**Data Collection Procedures**

Evaluation will be done orally at the end of class period.

## PROGRAM GOAL

#13 The district will provide opportunities for continued growth in teacher's area of specialization.

## DISTRICT PROGRAM OBJECTIVE

The district shall provide opportunities for additional teacher training and specialization in all areas of curriculum through various types of inservice training.

## OUTCOME

The teacher, after receiving training, will become more competent in his/her field and be able to demonstrate their improved competency.

*Evaluation would include the effectiveness of the presentations and whether the participants feel confident in using and interpreting the test or tests in their own classroom situation.

## PROGRAM DESIGN

**Suggested Activities**

1. Inservice workshops — workshops will introduce innovations in the teachers' curriculum areas.
2. Released time for observations — inter, intra within District #186 and other districts.
3. Central Office Staff to compile a list of courses and workshops being offered by curriculum areas, from universities within the immediate commuting distances.
4. Notification to teachers of special workshops being offered throughout geographical area. (Send to teachers in subject areas involved in addition to posting on bulletin boards.
5. The teachers shall be informed of district training opportunities available.
6. Development of a specific bulletin board in each school for posting of workshop, course and seminar opportunities.

**Resources Needed**

1. District staff, OSPI consultants, equipment and materials pertinent to workshop.
2. Substitutes.
3. District staff members to compile list, paper and office equipment.
4. Central office staff and people (teachers) from areas of specialization.
5. Central office staff.

**Facilities**

1. Within facilities where workshops are conducted.
2. Determined by observation.
3. Central office.
4. Schools or ourside school district.
5. Central Office Staff and Building Principals.
6. Central Office Staff.

**Staff Time**

1. Dependent on number of workshops.
2. Determined by funds available through the district.
3. Cannot determine at present.
4. Same as 2.
5. Minimal amount of time.
6. Minimal amount of time.

## EVALUATION STRATEGY

**Assessment Procedures**

1. Improved competency will be demonstrated in earned hours of credit.
2. Teacher will gain an increased degree of self-confidence in handling subject matter which should be reflected in her evaluation by superior.
3. A better evaluation by principal during regular observations.
4. Teacher shall write a short paragraph describing what she gained from a course.

**Data Collection Procedures**

Upon completion of course or workshop. Written summary by teacher involved, evaluations during year by immediate supervisor.

## PROGRAM GOAL

#14 Teachers will be able to enhance the creativity of their pupils.

## DISTRICT PROGRAM OBJECTIVE

1. The teacher will recognize opportunities for creativity within the curriculum.
2. The teacher will afford opportunities for the development of personal interests.
3. The teacher will provide teacher-directed activities which explore the various aspects of creativity.

## OUTCOME

1. Given the opportunity in curriculum, the teacher will include activities which permit freedom of expression, flexibility, fluency and originality in all academic areas.
2. Given opportunities for various learning experiences, the teacher will allow flexibility of scheduling to permit the development of personal interests.
3. Given the opportunity in curriculum, the teacher will include activities which permit freedom of expression, flexibility, fluency, and originality.

## PROGRAM DESIGN

**Suggested Activities**

1. Workshop to present as many available topics for creativity stimulation as possible within the classroom. Some suggested topics:
   a. Creative writing.
   b. Creative dramatics.
   c. Creative music.

d. Creative art.
e. Simulation games.
f. Brainstorming covering:
    1. no evaluation of any kind allowed in a thinking-up session.
    2. all are encouraged to think of as wild of ideas as possible.
    3. quality of ideas is encouraged.
    4. everyone is encouraged to build upon each others ideas and offer criticism.

2. Present the first year teacher some various creativity tests to be used in their classrooms: tests for fluency, elaborateness, originality and flexibility of the individual. **Torrance Tests of Creative Thinking** and **Minnesota Tests of Creative Thinking and Writing** by Kaoru Yamamoto.

Hold a workshop to introduce and possibly observe various methods of enhancing human development which will also be a method for the teacher to recognize personal interests of his students. Suggested program: "Methods On Human Development."

3. Hold a workshop which would cover several aspects of how to recognize creativity in relationship to instructional media and curriculum.

(a) Problems in teaching creativity: The discussion should offer suggestions as to how to teach more imaginatively and also to promote through teaching the development of creative skills and creative attitudes.

(1) What has to be learned.
(2) What it takes to become creative.
(3) Describe which contributing qualities respond best to training.
(4) How to consider individual aspects of developmental skills.
(5) Training should be general rather than specific.

Discussion of existing instructional materials and how if possible, they can be used for creativity.

Use of films and television for creative teaching.

How you can use instructional media in teaching for creativity in the arts.

**Resources Needed**

1. Mrs. E. Small — staff consultant on creativity. Anita Walhbam — Maralee Lindley — Talent development, District #186.

2. Torrence tests and consultant. Minnesota tests and consultant. Mrs. E. Small, District staff personnel on creativity. Human development programs — consultant (such as one suggested above)

3. Reference to "Instructional Media and Creativity" by Wiley District consultant — Mrs. E. Small.

**Facilities**

1. Any Area.
2. Any Area.
3. Any Area.

**Staff Time**

1. 60-90 minutes.
2. Two 60 minute sessions.
3. 60-90 minute workshops.

## EVALUATION STRATEGY

**Assessment Procedures**

1. Participants evaluate the program by an evaluation sheet focusing on the major strengths of the creativity workshop.

Workshop staff could observe creative activities brought into the classroom by the teacher participants as a result of the workshop.

2. Use of creativity test results in classroom to enhance the teacher's opportunities to develop personal interests.

Workshop staff could determine the value of the session by promoting positive or negative reactions to the "Magic Circle" method.

3. Teachers will write a report and become involved in discussions on creative activities done in her classroom environment.

**Data Collection Procedures**

1. This evaluation can be taken at the conclusion of the creativity workshop by the resource persons.

Resource persons could observe classrooms in which creative activities are taking place. This should be done after the conclusion of the workshop.

Resource persons should duplicate creative activities done by each teacher and distribute these to participants.

2. The teacher will collect results and apply them to the personal interests of her students after the creativity test has been administered and scored.

At the conclusion of the workshop, the resource persons conduct informal discussion to "The Method In Human Development."

3. This evaluation can be taken at the conclusion of the creativity workshop by the resource persons.

Resource persons could observe classrooms in which creative activities are taking place. This should be done after the conclusion of the workshop.

## PROGRAM GOAL

#15 The district will provide alternative evaluation procedures designed to enhance the professional growth of teachers.

## DISTRICT PROGRAM OBJECTIVE

The district will make available methods of evaluation which are designed for the exclusive use of the teacher.

## OUTCOME

The teacher will be given the opportunity to choose the method(s) of evaluation and apply it to best fit her/his needs.

## PROGRAM DESIGN

**Suggested Activities**

1. Video-taping — the teacher will have available upon request the opportunity to make a video-tape of her classroom and an expert to go over it and critique it with her. She may need to record a behavior problem while it is in process in order to get a second opinion on how to handle it.

2. Student questionnaires — a consultant from the district, i.e. Dr. James Nighswander, will introduce various forms of student evaluations of teachers. An emphasis will be stressed on getting the most effective evaluation for the teacher to use. Special help will be needed for teachers with an unusual teaching situation where a standard form will not be applicable. Possibly a separate time could be set aside for these teachers with the help of the consultant. The consultant should offer evaluation suggestions for different times of the year, teaching methods, attitudes, skills, relationships, interesting class, relevancy of material, etc. Consultants should also explain and be available to suggest what the outcomes of the evaluation for the teacher will be.

**Resources Needed**

1. Video-taping equipment and a person to critique it.
2. District consultants. Different types of evaluations.

**Facilities**

1. In the teacher's classroom.
2. Group presentation can take place in any large area. Individual help could be by appointment or specific time made available during group presentation.

**Staff Time**

1. Regular school time.
2. Group 2-3 hours — after school. Appointment time as needed — possibly release time could be given.

## EVALUATION STRATEGY

**Assessment Procedures**

1. The teacher will critique the video-tape and implement and apply measures to correct the target problem. In the future, another video-tape should be made and critiqued to see if the problem has been solved.

2. Evaluation will be written to be given to consultant and to district. Group will have an evaluation by discussion on how they might best use content given.

**Data Collection Procedures**

1. By the teacher at her request.
2. When: directly after activity. How: by questionnaire. By: district.

## PROGRAM GOAL

#16 Teachers will possess an understanding of the organizational structure of the district.

## DISTRICT PROGRAM OBJECTIVE

A. The teacher will be knowledgeable of the administrative personnel and their functions within his school.

B. The teacher will become familiar with the administrative organizational chart.

## OUTCOME

Given a situation in which a teacher needs outside assistance the teacher will know who to contact for specific services within the school.

## PROGRAM DESIGN

**Suggested Activities**

A. Assistant principals will meet with their respective first year teachers to discuss the functions of the chain of command within their school.

B. A district representative will meet with first year teachers to discuss the administrative personnel and their functions within the district.

**Resources Needed**

A. Assistant principals.

B. District representatives.

**Facilities**

A. Specified building.

B. Specified building.

**Staff Time**

A. One evening meeting.

B. One evening meeting.

## EVALUATION STRATEGY

**Assessment Procedures**

A. Given the hypothetical problems, the teacher will be asked who to contact for the solution of the problem.

B. At a later date a survey sheet will be administered in which teachers will be asked to state situations where administrative assistance was needed, whether or not the need was resolved, and who the need was resolved by.

**Data Collection Procedures**

A. Central Office.

B. Central Office.

## PROGRAM GOAL

#17 Teachers will be aware of the professional code of ethics and existing professional organizations.

## DISTRICT PROGRAM OBJECTIVE

Teachers should become familiar with the professional code of ethics and existing professional organizations (NEA, IEA, SEA, NFT) including their philosophies, functions and legal aspects.

## OUTCOME

1. After becoming aware of the code of ethics, the teacher should perform in a mature, ethical manner with his colleagues and students.

2. After becoming aware of the benefits of the various existing professional organizations, the teacher will decide whether or not to join and make use of these benefits.

## PROGRAM DESIGN

**Suggested Activities**

Activity should occur early in the school year.

(Large group) Have a representative from SEA and from SFT in a forum to discuss philosophies, functions, legal services, fees, magazines, and professional information, etc.

Discuss and review a handout on the professional code of ethics.

(Small Group) Discuss the behaviors suggested in the code of ethics and the possible problems and benefits of carrying out the behaviors.

Discuss the legal aspects related to a teaching role.

Review and become familiar with journals and magazines on education, including special areas.

Individuals may set up independent activities to accomplish the objectives stated.

**Resources Needed**

Representatives from SEA and SFT.
Handouts of code of ethics.
Professional magazines and journals.

**Facilities**

Any place except Grant, large enough to accommodate the total large group and also allow for small groups.

**Staff Time**

## EVALUATION STRATEGY

**Assessment Procedures**

After forum, small groups will discuss value of the activities.

**Data Collection Procedures**

An EPDA staff person will be a member of the small group discussions and make a subjective, on-the-spot observation to determine the degree of group comprehension of information gained from the activities.

## PROGRAM GOAL

#18 Teachers will be aware of the resources and services available to them in the community.

## DISTRICT PROGRAM OBJECTIVE

The teacher will become aware of those resources and services which will contribute to his/her educational program.

## OUTCOME

After becoming aware of these resources and services, she shall compile, maintain, and update a file of these materials for personal use and for enhancement of classroom activities. After using this file during school year the teacher shall rate and turn in to the district for updating of community resource list. She shall submit any new resources she has used.

## PROGRAM DESIGN

**Suggested Activities**

At a pre-school inservice workshop, new teachers should be presented a list of available services and resource people within the community that they can call upon to contribute to their educational programs.

At pre-school workshop, incorporate a bus trip throughout the city pointing out community resource service areas.

Give a slide presentation to beginning teachers showing community resources and services.

Have Chamber of Commerce Directory of Businesses available for teacher's use.

**Resources Needed**

This list should be compiled by the Central Office, master or experienced teachers should be allowed input.

Slides, slide projector (Instructional Materials Center).

Bus, guide, insurance.

Contact Director of Chamber of Commerce and obtain book.

**Facilities**

At pre-school workshop.

**Staff Time**

Cannot determine time required.

After preparation, presentation itself should be contained within one hour.

Two to three hours.

No staff time needed.

## EVALUATION STRATEGY

**Assessment Procedures**

At the end of the school year, the teacher shall submit a list of resources used and the evaluation of those resources to the district for incorporation into the master community resource list.

**Data Collection Procedures**

The District will compile the list from teacher input.

The assessment will be made at the end of each year by a Community Resource Critique submitted by teachers.

## PROGRAM GOAL

#19 Teachers will understand the process involved in implementing change and be provided with opportunities to initiate change.

## DISTRICT PROGRAM OBJECTIVE

1. The teacher will be able to deduce that a need for change exists.
2. The teacher will be able to formulate and evaluate alternatives to fulfill needs.
3. The teacher will be able to implement acceptable changes.

## OUTCOME

1. Given an unsatisfactory situation, the teacher will analyze the problem and list the needs for change.

2. Having deduced that the need for change exists, the teacher will be able to formulate and list alternatives and evaluate them in the terms for fulfilling the need for change.

3. Having selected an alternative which fulfills the need, the teacher will be able to incorporate the change into the program or structure.

## PROGRAM DESIGN

**Suggested Activities**

1. An in-the-school session on rules, regulations, thoughts and policies: early in the school year, all teachers in the school should have, or include in another program, a session on the rules and regulations clarification and suggestions. This would be a time for the new teacher to become familiar with the rules, and for older teachers to bring up complaints or suggestions. An outcome of this meeting might be the formation of a grievance or rules committee.

The development of a form for first year teachers which would contain: What is your Ideal Classroom? Why isn't your class like your Ideal? What changes can you make alone? What changes do you need help with? This would be filled out in the second or third month of school. Time would then be allowed for making changes. Help will be provided if possible. Maybe an airing of desired changes within the first year teachers group with suggestions and evaluation would be possible.

2. Development of an inter-school committee to help teachers in formulating and evaluating changes. A group of peers who would be available on a consultant basis.

Observation by the teacher in other schools to see how problems are handled.

Brainstorming session with peers where teachers could discuss needs, alternatives, ideas, etc.

Development of an Evaluation Questionnaire or checklist which would question the long and short range effects of changes. Also the need.

3. A meeting or buzz session with principals to discuss alternatives, needs, and ideas on change. Also discuss avenues for implementing changes by mid-year.

Role playing — teachers acting out hypothetical situation on implementing changes. Roles would include administration, teachers and staff. Teacher might assume a supporting non-commital or non-supportive role. Objective would be to demonstrate effects of change and people's feeling toward changes. This also would be a time to evaluate role reaction to specific changes.

Development of an inter-school committee of teachers who would evaluate proposed changes and suggest persons to contact.

**Resources Needed**

1. Number one will be in school-teacher meeting type, development of questionnaire either by consultant or staff or first year teacher. Materials would be the questionnaire. Time need to administer and discuss outcomes.

2. Five or six volunteer teachers, time for observations — substitutes, people for a group meeting, staff or consultants to devise a questionnaire or checklist.

3. Principals-teachers, teachers group-roles (written), five or six volunteer teachers.

**Facilities**

1. One in the school, in a group meeting of first year teachers at a central meeting place.

2. Small meeting place, in the schools, central meeting place, in the school.

3. Central meeting place, small meeting place — home, school, etc.

**Staff Time**

1. 30-45 minutes, time to develop questionnaire, time to administer and discuss.

2. On a consultant basis, one half up to several days for one teacher to observe, 1-2 hours for group meeting.

3. One to two hours on a consultant basis.

## EVALUATION STRATEGY

**Assessment Procedures**

1. The amount of use the committee receives. The success of the people in helping.

The teacher success of developing alternatives. Observations.

Amount of ideas generate changes implemented teachers feelings.

Amount of use the questionnaire receives. The success of changes implemented.

2. Ideas generated. Teachers-principals feelings, use of the committee, its ability to help, success of teachers.

3. One evaluation would be on the success of first year teacher in knowing and understanding rules. These would be based on formal and informal observation of the principals. A second evaluation would be based on observation and on the ability of teacher to decide on changes. The amount of use the form receives, success of form in helping with changes.

**Data Collection Procedures**

The principal and staff of the school during the school year, people holding meeting, the teacher themselves at the time of meeting, and in near future.

## PROGRAM GOAL

#20 Teachers will develop an awareness of the career education concept and acquire skills in relating subject matter to careers.

## DISTRICT PROGRAM OBJECTIVE

The teacher will develop skills in the application of teaching techniques in career education.

## OUTCOME

The teacher will be able to relate curriculum to career opportunities by the technique of interviewing, role playing, reading, etc.

## PROGRAM DESIGN

**Suggested Activities**

1. Have Dr. Dugger from Peoria come in (same program he gave this year, not as much introduction — the slide presentation was excellent) (effective teacher methods used in career orientation).

2. A specialist in the teacher's area of specialization (example: English teacher would have a journalist or a writer) would come to instruct the teacher on the specific careers applicable to the areas. The teacher would then be able to use this information in the classroom for presentation to the students.

3. Visitations — the teacher interested in seeing career education in progress will visit a pilot school in which the new techniques are being extensively used (in Springfield or any recommended district). Through this observation she should be prepared to introduce these techniques into her classroom.

4. Consultants from District #186 in the vocational career area will make a presentation to all of the first year teachers as to the present program. An emphasis will be placed not only on program but how all teachers could prepare their students for entering into such a program. After initial presentation activities which might follow up would be 1) visiting specific vocational areas, 2) discussion with students, 3) discussion with several community people who did participate in the vocational program.

**Resources Needed**

1. Dr. Dugger, slide projector, screen, microphone.

2. Outside consultant from the community actually practicing a career related to the teacher's area of specialization.

3. Substitute for the day to take the teachers class. Camera for purpose of taking slides or pictures in order to share the records of what happened with other staff.

4. District staff consultants will be used from the district. All other resources would vary from activity. One advantage here would be the fact that the resource people would not cost money.

**Facilities**

1. Lecture room (music room at Grant Middle School).

2. Any assigned rooms large enough for the consultant and the teachers involved.

3. Will take place wherever teacher's classes is an observation site.

4. Facility would vary also in the area of the number of inservice people and which activity.

**Staff Time**

1. An hour devoted to career education and an hour for question and answer session.

2. One half day session before school begins or later on during the year when a workshop could be held.

3. A full class day to travel to the observation and return.

4. Initial presentation will take about 2-3 hours. The time for the initial presentation will take place after school.

## EVALUATION STRATEGY

**Assessment Procedures**

1. By questionnaire about information gained, ideas gathers. Pre-questionnaire (before Dr. Dugger), post-questionnaire (after Dr. Dugger) to be filled out by the teachers.

2. Two evaluation forms would be used. One would be filled out immediately following the session with the consultant. Another would be filled out later on during the year to see if the techniques discussed by the consultant have actually been used by the teachers in the teaching of careers.

3. Written report to program directors as to what took place and its value to your needs.

4. Initial Presentation — written evaluation, discussion.

5. The teacher while in the process of using career education techniques will be video-taped. Following the taping session the teacher and an expert on career education will review the tape to see if she is using effective career education techniques.

**Data Collection Procedures**

1. By teachers.

2. By the administrators of the evaluation form immediately following the session. The other forms would be mailed to the teacher and returned by the teacher at a regular meeting or filled out during one of the regular meetings.

3. To be collected by administrators of program in writing within a week after the observation.

4. When — directly after presentation, how — by question evaluation and discussion, who — by district.

Data should be given not only to participants but also consultants, etc.

## PROGRAM GOAL

#21 Teachers will familiarize themselves with the Action Goals for the '70s.

## DISTRICT PROGRAM OBJECTIVE

Teacher will become knowledgeable of the content of the Action Goals for the '70s relative to his teaching field.

## OUTCOME

A teacher will direct his program in compliance with the Action Goals for the '70s as related to his teaching field.

## PROGRAM DESIGN

**Suggested Activities**

Panel of Representatives from OSPI will meet with beginning teachers to discuss Action Goals for the '70s. At conclusion of panel, meeting will dismiss into small groups for group discussion.

**Resources Needed**

OSPI Representatives — several.

**Facilities**

At a specified building.

**Staff Time**

One evening meeting.

## EVALUATION STRATEGY

### Assessment Procedures

1. PCI — Personal Classification Indicator — including open ended comments on reasons concerning satisfaction or dissatisfaction.

2. At the end of the year, a survey will be given stating how the Action Goals for the '70s have been used in their teaching field.

3. Another choice might be to have data sheet where Action Goals for the '70s are checked off when completed.

### Data Collection Procedures

Central office staff will designate who will be responsible for collection and tabulation of data at conclusion of meeting.

## APPENDIX A
## OBJECTIVES ASSESSED FOR THIS REPORT

### EPDA ASSESSMENT PACKET
### APPENDIX
### Objectives Assessed by Each Item

### SKILLS OBJECTIVES

Item 1 Given **a class** in any content of at least 20 students, the teacher will conduct a class lesson built around the discussion technique that will elicit preparation by at least 75% of the class.
The teacher will demonstrate positive reinforcement by smiling, nodding, saying yes, good, etc., to each student within one **30** minute lesson.

Item 2 The teacher will provide for **cooperative student planning** in the classroom utilizing technique of **student contracts** or **verbal commitments.**

Item 3 The teacher will examine test items which reveal 50% failure and will determine if the item was misinterpreted, if the concept was not learned or if rephrasing is necessary. When identification is made, the test must either be rewritten or the concept must be retaught and the students must be retested for the next presentation.

Item 4 The teacher will become familiar with the home situation of at least one student through home visitation, parent consultation, visiting with special personnel and/or through autobiographical writings.

Item 5 Given a class of thirty students the teacher will identify at least one student who should be referred to a social worker, psychologist, counselor, speech teacher, nurse, learning disability teacher, reading specialist, or physical therapist. The specialist must agree that the child is a candidate for special services.

Item 6 To demonstrate his understanding of audio visual instructional materials, the teacher will create three original classroom AV aids and use them in three different lessons with the class. Two of three peers must agree that the aids are relevant and original.

Item 7 Given any familiar 16mm projector, the teacher, in a classroom will assemble, thread and focus the projector and have the sound set at the appropriate level within five minutes.

## ATTITUDES OBJECTIVES

### Items 8, 9, and 10

**I. Humanism**

A. The teacher will consistently demonstrate respect for and appreciation of students as persons of worth by:

1. Willingness to listen in a non judgmental way to student concerns as measured by the Teacher Evaluation Inventory (hereafter referred to as TEI), item 20 with the majority of the students responding "Always True."
2. Understanding (empathizing) the feelings of the students as measured by the TEI/19,20 with the majority of the students responding "True Half of the Time."
3. Maintaining confidentiality about student concerns (unless there is clear and imminent danger to student and/or others) as measured by the TEI/21 with the majority of the students responding "Always."
4. Sharing personal experiences with students as measured by the TEI/17 with the majority of the students responding "True Most of the Time."

B. The Teacher will demonstrate a sense of humor and balance by:

1. Willingness to laugh at self as measured by the Master Teacher Evaluation Instrument (hereafter referred to as MTEI), item 1, "Most of the Time."
2. Exhibits a sense of humor by making use of "jokes" or comical situations as measured by the TEI/16, 18 with a majority of the students responding "True Half of the Time."

C. Given situations where patience is required, the teacher will consistently exhibit patience as measured by a composite score of 20 on TEI/1-5 for each student.

**II. Individual Differences**

A. The teacher will demonstrate an acceptance of the uniqueness of each individual by:

1. Providing opportunities and materials for creative expression in the areas of social interaction, leadership, the arts, etc. as measured by MTEI/4-7, "Most of the Time."
2. Providing individual challenges through open classroom, individual conferences as measured by MTEI/8-10, "Most of the Time."
3. Encouraging student opinion by listening and implementing student communication and maintaining appropriate confidences as measured by the TEI/20 with the majority of the students responding "Always True."

4. Motivating students to increase achievement levels as measured by the MTEI/11-18, 28.
5. Responding to the individual without stereotyped responses with regard to sex, race, religion, or national origin as measured by the TEI/6-10 with the majority of the students responding "True Most of the Time" and by the Master Teacher Evaluation Instrument$_2$ (hereafter referred to as MTEI$_2$), items 5, 6.
6. Conveying positive feedback to parents for purposes of prevention as well as remediation as recorded on the MTEI/29 and TSEI/1.

**III. Flexibility**

A. Given a class situation, the teacher will demonstrate flexibility in teaching style by employing at least 6 different effective techniques during a two week period as recorded on the MTEI/18.

B. Having observed student behavior and responses to activities, the teacher will demonstrate flexibility in dealing with time and plans on a daily basis by changing plans in light of behavioral responses as measured on the TEI/11-15 with a majority of the students responding "True Most of the Time."

**IV. Learning**

A. The teacher will demonstrate that learning is not limited to the classroom space and time by: (as recorded on MTEI/13-17)
   1. Inviting resource people from the community to speak
   2. Discussing current events, personal experiences of students
   3. Planning field trips
   4. Bringing in supplementary materials

B. School Citizenship
   1. Given established school and classroom rules, the teacher will subscribe to the reciprocity of rules by adhering to them as measured by MTEI/23 "Most of the Time."

C. Personal
   1. The teacher will demonstrate his confidence and poise in his role by:
      A. Trying new ideas and techniques as measured by the MTEI/28.
      B. Speaking and acting comfortably in front of class as measured by MTEI/26, "Most of the Time."
   2. The teacher will demonstrate an ability to get along with co-workers by:
      A. Assisting and cooperating with co-workers as measured by MTEI/27, "Most of the Time."

3. The teacher will demonstrate personal growth through reading and subject matter preparation by: (Recorded on the TSEI/2-8)
   A. Reading at least one book and one periodical connected with the subject area.
   B. Discussing professional literature with the master teacher (one book, one periodical).
   C. Implementing at least two ideas gained from professional reading, meetings, discussions, etc.
   D. Attending a professional meeting connected with the subject area.

**V. Non-Autocratic Relationships**

A. Given the beginning of the school year or new class, the teacher will demonstrate that democratic procedures are used to determine classroom guidelines by: (as measured on the MTEI/19-22, "Most of the Time.")
   1. Determining with the students the classroom rules and regulations.
   2. Periodically reviewing and evaluating the rules with students and revising them when necessary.
   3. Posting rules and regulations where students can easily refer to them.
   4. Emphasizing positive consequences of obeying the classroom and school.

B. The teacher will demonstrate that students have some choice in classroom activities by:
   1. Providing opportunities for students to choose their own options as measured by MTEI/23, "Occasionally."

**VI. Professionalism**

A. Evaluation
   1. Having presented a lesson, the teacher will seek professional evaluation of teaching skills by asking the master teacher for advice and help as recorded on the MTEI/24, "Most of the Time."
   2. Given professional evaluation, the teacher will demonstrate a willingness to change by attempting to implement the advice of the master teacher and/or change classroom methods and policies as recorded on the MTEI/23 "Most of the Time."

## APPENDIX B

## KNOWLEDGE OBJECTIVES*

The following statements have been placed in rank order of importance and/or value according to the consensus of the workshop of teachers and administrators. They are cross indexed with competencies in both the attitude and skills area. For instance the knowledge item ranked 3 is cross referenced to attitude 1A2. The item ranked 4 is cross referenced to skills teaching strategies 2.5.

In actuality, the university should assume the responsibility for assessing the following knowledge objectives prior to the student teaching experience. For example, the student teacher's previous course content could have included an experience whereby the first ranked knowledge objective was broken down and written behaviorally in the following manner and the competency assessed by the appropriate university staff member.

After having completed the required and elective education courses prescribed by their departments the student teacher will:

| | Knowledge | Check List |
|---|---|---|
| ML 1. | Demonstrate awareness, respect and appreciation for each child as a unique individual. Attitudes I | |
| ML 2. | Be able to demonstrate written or verbally, instructions in behavioral objective language for a complete school day. | |
| ML 3. | Demonstrate knowledge of human growth and development by establishing achievement levels commensurate with the student's capabilities. Attitudes IIB. | |
| ML 4. | Demonstrate a knowledge of "readiness" and the following sequential maturity levels in relation to the area of specialization. | |
| ML 5. | Exhibit knowledge that flexibility in the use of the lesson plans be adapted to the classroom climate. Attitude III. | |

*Arbitrarily defined as knowledge in: (a) child development; (b) interpersonal relations; (c) communication skills; (d) classroom programs and, in general those knowledge components related to content and usually associated with a teacher education program.

| Knowledge | Check List |
|---|---|
| ML 6. Demonstrate knowledge of how to recognize emotional attitudes and their fluctuation. Attitude IA 2. | |
| ML 7. Compose a statement of the use of the fourteen teaching methods and approaches listed in Skills TSI. | |
| ML 8. Express a knowledge of classroom management to the satisfaction of the master teacher. Skills CM I | |
| ML 9. Prepare a presentation of a procedure for encouraging students to become independent learners. Attitudes IIB 4, IVB. | |
| ML 10. Exhibit knowledge of the simple, practical methods for detecting physical disabilities, as well as, relating the knowledge of alternative practices to use when compensating for detected disabilities such as learning, physical, and perceptual. Skills NA 3 and Attitudes II. | |
| ML 11. Cite reasons for preparing lesson plans integrating other disciplines, particularly those to advance the culture, or improve the physical and emotional state of the body. Attitude IIB, IV CD. (elementary requirement only). | |
| ML 12. Experience an actual opening day of school. (September experience) (Experiential). | |
| ML 13. Relate verbally and in writing in behavioral objective language the specific techniques and strategies of achievement in an inter-group relation. | |
| ML 14. Exhibit the knowledge of current innovative practices and demonstrate the ability to evaluate and compare these with previous programs and incorporate into a personal teaching style. | |
| ML 15. Demonstrate a sensitive awareness of individual differences within the majority and minority groups. | |

| Knowledge | Check List |
|---|---|
| ML 16. Demonstrate the ability to develop an original or new idea into the classroom situation. Skills AV I. | |
| ML 17. Discuss how to integrate Bloom's Taxonomy, both the Affective and Cognitive Domain, into identifying and developing questioning techniques. Skills CM I. | |
| ML 18. Identify four reporting and evaluating techniques as they relate to pupil achievement. | |
| ML 19. Compare the types and values of educational media available in relation to utilization in specific classroom situations. Skill AV 2.5. | |
| ML 20. Explain the peer group relationships and describe when and why they are more important than adult relationships. | |
| ML 21. The student teacher is able to locate at the master teacher's discretion information about a student from available records such as cumulative folders, health records, or other school records. See 43 and 65. | |
| ML 22. Relate the importance of proper testing procedures and the necessity for consistency in their administration. | |
| ML 23. Interpret the significance of available diagnostic and standardized tests and apply these test results to class lesson planning. | |
| ML 24. Demonstrate the ability to use a working vocabulary of educational terms, i.e. non-graded, ungraded, etc., and comparable layman terms. | |
| ML 25. Display a knowledge of community resources applicable to the student teacher in the area of concentration. | |
| ML 26. Demonstrate knowledge of techniques to elicit extra-school interests from students. Attitudes IIB 8 (Identified as more applicable to Jr. and Sr. High School). | |

## SKILLS OBJECTIVES*

The following teaching strategies, needs assessment (for teachers and students), audio-visual and classroom management skills were ranked on the basis of those demonstrable skills a (student) teacher should possess.

| | Skills | Check List |
|---|---|---|
| **I. Teaching Strategies** | | |
| DL 1. | After having a demonstration and explanation or learning module on the following techniques of instruction: discovery, value clarification, brainstorming, buzz sessions, group problem solving, simulation games or role playing, inquiry, creativity, individualized instruction, programmed instruction, contracting, open classroom, team teaching, videotaping; the teacher will choose 7 of the 14 strategies or techniques during the student teaching quarter and use them before a class with 80% of the students participating. | |
| DL 2. | The teacher will daily demonstrate positive reinforcement by smiling, nodding, saying yes, good, etc., to each student according to his needs and measured by MTE 12. | |
| DL 3. | The teacher will provide for cooperative student-teacher planning in the classroom utilizing techniques of student contracts, or verbal commitment, or individualized instruction to achieve specified course objectives as assessed by the supervising teacher. | |
| DL 4. | In planning and implementing a unit of study the teacher will organize and provide supplementary optional activities relating to the unit that each student could successfully complete. | |
| DL 5. | Given a unit of study, the teacher will prepare 5 questions using three different questioning techniques appropriate for the ability level of students. (Using Saunders criteria, for example). | |

*Arbitrarily defined as skills in: (a) teaching strategies; (b) needs assessment for teachers; (c) needs assessment for students; (d) media; (e)) classroom management.

| | Skills | Check List |
|---|---|---|
| DL 6. | Given a class in any content area with at least 20 students, the teacher will conduct a class lesson built around the discussion technique that will elicit participation by at least 75% of the class when applicable. | |
| ML 7. | Given a multidisciplinary unit of instruction, the teacher will cooperatively plan and implement with a teacher from another discipline and/or a parent or community resource person to enrich and clarify the unit of instruction. (Experiential). | |
| DL 8. | After being exposed to a unit of the kinesthetic approach to learning, the teacher will use at least three senses in a lesson presentation which elicits 80% class participation. (Identified as K-6 objective). | |
| DL 9. | Given the use of a video tape, audio recorder, or an agreed upon technique, the teacher will prepare a written analysis of his behavior according to the Flanders Interaction Analysis or some comparable instrument. The student teacher must achieve a four to one ratio of indirect teaching behavior. | |
| DL 10. | Given a unit of instruction, the teacher will plan a relevant field trip, when applicable, that incorporates the major steps of a properly planned and executed field trip. | |
| DL 11. | Having identified a selection of school and community activities and community publications, and having attended school activities normally attended by full-time teachers in the school district, and several community events, charitable and service activities, etc., the teacher will prepare and present a short unit of instruction based on knowledge of the community gained by participation in such activities. Two of three peers must agree that the unit is accurate and valuable to students in that community. | |

| Skills | Check List |
|---|---|

**II. Needs Assessment for Teachers**

DL 1. Given a video tape, audio recorder or other agreed upon techniques, the teacher will identify his five strengths and five weaknesses and will make written plans to modify procedures, sequences, and activities to enhance the strengths and overcome the weaknesses as determined cooperatively by the student teacher and the master teacher.

DL 2. The teacher will examine test items which reveal 50% failure; assess the reason(s), such as poor phrasing, misinterpretation or non-learning, or teacher intent; and take the appropriate measures to correct the situation, such as reteaching, retesting, or rewording, if necessary.

**III. Needs Assessment for Students**

DL 1. Given a student experiencing behavioral difficulties, the teacher and student(s) will cooperatively establish a plan(s) which will result in a decrease in the unwanted behavior in the classroom during a given grading period. The teacher will devise charts to use during the grading period to determine if unwanted behavior is reduced.

ML 2. The teacher will establish procedures for students to obtain additional help. (Experiential).

ML 3. Given a student or students who have been identified as being reluctant to ask for teacher assistance, the teacher will provide incentives for that student or students to seek voluntarily teacher assistance two or more times during a grading period. (Experiential).

DL 4. The teacher will review at least twice during the grading period the program of each student by interview and/or test records adjusting the student's prescribed curriculum in consultation with the student.

| Skills | Check List |
|---|---|
| ML 5. Given a class the teacher will identify one student who should be referred to a social worker, psychologist, counselor, speech therapist, nurse, learning disability teacher, reading specialist, or physical therapist. | |
| DL 6. *At the elementary level and at all other levels where progress in the course is dependent upon reading, after administering an Informal Reading Inventory to five students, the teacher will correctly interpret the same and will identify the instructional level of each student with 100% accuracy. | |
| DL 7. *Given the Fry Readability graph or formula or the Dale-Chall Formula, the teacher will figure the Readability level of at least five reading selections at the elementary level and at all levels where progress in the course is dependent upon reading. | |
| DL 8. The teacher will demonstrate through discussions with the supervising teacher his or her awareness of the home situation of at least three students through visiting the home, consulting parents, visiting special personnel, reviewing permanent records and/or autobiographical writings as measured by MTEI/38. | |
| **IV. Media** | |
| DL 1. To demonstrate his understanding of audio-visual instructional materials, the teacher will create three original classroom AV aids and use them in three different lessons with the class. Two of three peers must agree that the aids are relevant and original. | |
| DL 2. Given any familiar 16mm projector, the teacher, in a classroom will assemble, thread and focus the projector and have the sound set at the appropriate level within five minutes. | |

*These items will require special in-service training for master teachers.

## V. Classroom Management

ML 1. The teacher will arrange or supervise student arrangement of classroom bulletin boards, regulate temperature and ventilation, and arrange furniture to fit the learning situation.

## ATTITUDE OBJECTIVES*

Since attitudes are internal feelings or persistent inclinations to act in a given manner, assessment during a short period of time with specific instruments is highly limited. More adequate assessment would include considerations of the pervasive and longitudinal nature of attitudes. Attitudes concerning humanism and individual differences were ranked first and second in order of importance according to the consensus of the members of the Task Force. The remaining attitudinal areas were placed in alphabetical order.

| Attitude | Check List |
|---|---|

### I. Humanism

A. The teacher will consistently demonstrate respect for and appreciation of students as persons of worth by:

DL 1. Willingness to listen in a non-judgmental way to student concerns as measured by the Teacher Evaluation Inventory** (Hereafter referred to as TEI), Item 37 with the majority of the students responding "Always True".

DL 2. Understanding (emphasizing) the feelings of the students as measured by the TEI/36, 37 with the majority of the students responding "True half of the time".

DL 3. Maintaining confidentiality about student concerns (unless there is clear and imminent danger to student and/or others) as measured by the TEI/38 with the majority of the students responding "Always".

*Arbitrarily defined as attitudes of: (a) accommodation of individual differences; (b) attitudinal development as it relates to learning, humanism, self, home, community, and peers.

**Although the TEI is a secondary school measure, there are primary and intermediate measures available which measure the same types of items. The Instructional Objectives Exchange has several primary instruments in the **Attitudes Toward School Grades K-12** selection. "Most of the time" is taken to be at least 80%.

DL 4. Sharing personal experiences with students as measured by the TEI/32 with the majority of the students responding "True most of the time".

B. The teacher will demonstrate a sense of humor and balance by:

DL 1. Given situations where patience is required, the teacher will consistently exhibit patience as measured by a composite score within the range of 12-17 on the TEI/1-5 for each student and on MTEI/7 "Most of the time".

DL 2. Willingness to laugh at self as measured by the Master Teacher Evaluation Instrument (hereafter referred to as MTEI), item 3 "Most of the time".

DL 3. Exhibits a sense of humor by making good use of "jokes" or comical situations as measured by the TEI/31, 33 with a majority of the students responding "True half of the time".

## II. Individual Differences

A. The teacher will demonstrate an awareness of individual differences by supplementing existing information concerning a student in the following manner as measured by responses on the Student Teacher Self-Evaluation Instrument: (hereafter referred to as STSEI). The teacher will demonstrate an acceptance of the uniqueness of each individual by:

DL 1. Providing individual challenges, wherever appropriate, as measured by TEI/13-15 with the evaluating average of 3.5

DL 2. Encouraging student opinion by listening and implementing student communication and maintaining appropriate confidences as measured by the TEI/37 with the majority of the students responding "Always true".

| | Attitude | Check List |
|---|---|---|
| DL | 3. Responding to the individual without stereotyped responses with regard to sex, race, religion, or national origin as measured by the TEI/8-10 with the majority of students responding "True most of the time" and by the Master Teacher Evaluation Instrument$_2$ (hereafter referred to as MTEI$_2$), Item 5. | |
| ML | 4. Using 6 effective and appropriate methods to motivate students to increase achievement levels as measured by the MTEI/36. Delete items 17-24 on MTEI. | |
| ML | 5. *Helping students to clarify their own interests, attitudes, values. | |
| ML | 6. Expressing positive feelings by touch, words, written comments, smiles as recorded on the MTEI$_2$ in a series of tabulations over each of four weeks. | |
| ML | 7. *Evaluating each student on the basis of his individual achievement of progress. | |
| DL | 8. Providing opportunities and materials for creative expression, whenever applicable, in the areas of social interaction, leadership, the arts, etc., as measured by MTEI/9-12, and 16 with the evaluating average of 3.5. | |
| ML | 9. The student teacher will demonstrate an awareness of individual differences by supplementing existing information concerning a student in any of the appropriate resources such as:<br>(a) Cumulative folders, health records, psychological tests, social worker;<br>(b) Home situation;<br>(c) Autobiographical sketch of the student;<br>(d) Private conference with the student;<br>(e) Keeping a log of a student over a period of time. | |

*Refers to those criteria the evaluation team should determine.

| Attitude | Check List |
|---|---|
| ML 10. Make contact with a parent of a student for the purpose of conveying positive feedback regarding the student as recorded on the MTEI/37 and STSEI/1. | |
| **III. Flexibility** | |
| ML 1. Given a class situation, the teacher will demonstrate flexibility in teaching style by employing at least 6 different effective techniques as directed by class motivation and interest during the student teaching experience as recorded on MTEI/36 (correct MTEI/36 accordingly) | |
| DL 2. Having observed student behavior and response to activities, the teacher will demonstrate flexibility in dealing with time and plans on a daily basis by changing plans in light of behavioral responses as measured on the TEI/26-30 with a majority of the students responding "True most of the time". | |
| ML 3. *Given students with different backgrounds and needs, the teacher will enforce cooperatively developed guidelines with flexibility to allow for exceptions while maintaining fairness to all students. | |
| **IV. Learning** | |
| ML 1. Given a heterogenous class, the teacher will demonstrate that sufficient preparation has been made to keep all students challenged. | |
| DL 2. The teacher will demonstrate that learning is not limited to the classroom space and time by: (as recorded on MTEI/19-23)<br>(a) Inviting resource people from the community to speak.<br>(b) Discussing current events, personal experiences of students.<br>(c) bringing in supplementary materials.<br>(d) Planning field trips. | |

*Refers to those criteria the evaluation team should determine.

ML 3. A student teacher will develop and implement a series of learning activities which culminate in the statement of a general concept.

**V. Non-Autocratic Relationships**

A. Given the beginning of the school year of a new class, the teacher will demonstrate that democratic procedures are used to determine classroom guidelines by: (as measured on the MTEI/25-28, "Most of the time."

DL 1. Determining with the students the classroom rules and regulations.

DL 2. Providing students with the opportunity to cooperatively review and evaluate rules whenever necessary. (All changes must be acceptable to the supervising teacher and need for revising must be justified to the supervising teacher prior to discussion with the students.

DL 3. Posting rules and regulations where students can easily refer to them.

DL 4. Emphasizing positive consequences of obeying the classroom and school rules.

B. The teacher will demonstrate that students have some choice in class activities by:

ML 1. Providing opportunities for students to choose among options presented by the teacher.

ML 2. Providing opportunities for students to choose their own options as measured by MTEI/27, "Occasionally".

**VI. Professionalism**

A. Evaluation

DL 1. Having presented a lesson, the teacher will seek professional evaluation of teaching skills by asking the master teacher for advice and help as recorded on the MTEI/32, "Most of the time".

| Attitude | | | Check List |
|---|---|---|---|
| DL | 2. | Given professional evaluation, the teacher will demonstrate a willingness to change by attempting to implement the advice of the master teacher *and/or change* classroom methods and policies as recorded on the MTEI/33, "Most of the time". | |
| ML | 3. | Given the use of video tape, audio tape, self-rating scales, master teacher's rating, student ratings, etc., the teacher will analyze his/her behavior at least twice quarterly to determine the status of teacher-student interaction. | |
| B. School Citizenship | | | |
| ML | 1. | Given the school's standard operating procedures, the teacher will consistently meet the obligations to the administrative staff and the district. | |
| DL | 2. | Given established school and classroom rules, the teacher will subscribe to the reciprocity of rules by adhering to them as measured by MTEI/29, "Most of the time". | |
| ML | 3. | Given information learned from professional staffing, cumulative folders, parental conferences, etc., the teacher will maintain confidences about students, parents, and co-workers according to a professional code of ethics. | |
| ML | 4. | The teacher will demonstrate consistency in the execution of professional role throughout the school during school hours and school activities by: | |
| ML | 5. | Enforcing school rules in accordance with the school's standard operating procedures. | |
| ML | 6. | Being helpful to students and co-workers outside the classroom. | |
| ML | 7. | Becoming familiar with and being able to explain at least 2 goals of the school. | |

C. Personal

(a) The teacher will demonstrate his confidence and poise in his role by:

DL 1. Trying new ideas and techniques as measured by MTEI/36.

DL 2. Speaking and acting comfortably in front of class as measured by MTEI/34, "Most of the time".

(b) The teacher will demonstrate an ability to get along with co-workers by:

DL 1. Assisting and cooperating with co-workers as measured by MTEI/35, "Most of the time".

ML 2. Tactfully sharing and receiving new ideas and professional knowledge.

ML 3. Sharing materials and equipment.

(c) The teacher will demonstrate punctuality, neatness, responsibility as assessed by the master teacher:

ML 1. Being on time consistently at school, meetings, etc.

ML 2. Involving parents in the extra-curricular school programs.

ML 3. Recruiting parents as voluntary helpers in the classroom and for school activities, as is appropriate for the particular content area or grade level.

ML 4. Inviting parents to visit the classroom.

(d) The teacher will demonstrate personal growth through reading and subject matter preparation by: (recorded on the STSEI/2-8)

ML 1. Reading at least one book and one periodical connected with the subject area. (Experiential).

ML 2. Discussing professional literature with the master teacher (one book, one periodical) (Experiential).

| Attitude | Check List |
| --- | --- |
| ML 3. Implementing at least two ideas gained from professional reading, meetings, discussions, etc. (Experiential). | |
| ML 4. Attending a professional meeting connected with the subject area. (Experiential). | |

## APPENDIX C

## SUGGESTIONS FOR ADDITIONAL MEASURES

**The Involvement Inventory** by Richard Heslin and Brian Blake
University Associates
Publishers and Consultants
P.O. Box 615
Iowa City, Iowa 52246

Helps determine if a person likes contact with people. Helps measure whether or not teacher wants to get involved with other human beings. If a future teacher does not want to be involved with others, perhaps he's in the wrong profession.

A self inventory, this instrument can help bring out qualities necessary for working with others. It gives insight into one's own personality.

The Inventory measures:

(A) Affective or feeling, involvement with people
(B) Behavioral involvement in accomplishing tasks
(C) Cognitive involvement with analyzing pronouncements encountered

The Inventory helps show a person's life style.

How should this be used?

Self-evaluation only?

Discussion with master teacher?

An instrument to evaluate student teacher for certification?

An instrument to eliminate undesirables?

Suggestion of Task Force Members:

A student teacher takes the inventory, scores it, and interprets it for self evaluation. He/she presents a summary of his strengths and weaknesses to the master teacher for discussion. It is used for self evaluation only.

Class Activities Questionnaire (CAQ) seems to be more of a skills inventory. However, perhaps a similar questionnaire to get feedback from students is available. Instructional Objectives Exchange "Attitude Toward School K-12". Student inventory for primary students in booklet seems to measure **school** sentiment. There is need for an instrument to measure student's feelings toward teacher's attitude of primary level.



75

Part I — pages 145 - 148 — Middle and High
Part II — pages 148 - 151 — Intermediate

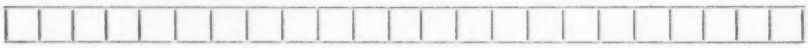
At primary level "your room is your school," therefore, perhaps School Sentiment Inventory could be used for primary. (See page 25).

## MASTER TEACHER EVALUATION INSTRUMENT

The Master Teacher would complete this instrument several times during the course of a month, or each week. Additional items could be added if the Master teachers felt the student teacher's attention should be called to them.

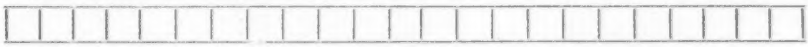
The student teacher:

Listens to students' opinions

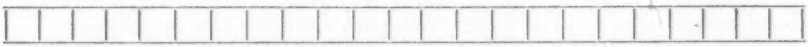


Expresses positive recognition by inoffensive touch

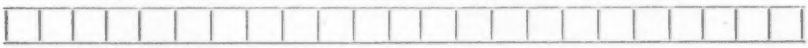
Expresses positive recognition by a smile



Expresses positive recognition by making positive statements or using positive words



Calls on boys to answer questions or provide materials or leadership



Calls on girls to answer questions or provide materials or leadership

## AN EXAMPLE OF A DEVICE USED TO MEASURE STUDENT OPINION OF TEACHER CHARACTERISTICS. A STANDARDIZED MEASURE.

## TEACHER EVALUATION INVENTORY

Teacher characteristics used in this test are **patience** (items 1-5), **fairness** (items 6-10), **consistency** (items 11-15), **awareness** (items 16-20), **preparation and organization** (items 21-25), **flexibility** (items 26-30) and **personality** (items 31-35).

When administering this test, the items should be randomly written; that is, they should not be written in the order as they appear here.

Directions: You are about to take part in a teacher evaluation inventory. Here is your opportunity to evaluate your teacher. Do **not** put your name on the paper. There are two parts. In Part I indicate by circling 1, 2, 3, 4, or 5 according to whether you feel the item is 1—**always true of your teacher**, 2—**true most of the time about your teacher**, 3—**true half of the time about your teacher**, 4—**true some of the time**, and 5—**never or seldom true.**

| Part I | Always True | True Most of the Time | True Half of the Time | True Some of the Time | Never or Seldom True |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 1. becomes angry too easily. | 1 | 2 | 3 | 4 | 5 |
| 2. yells and screams in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 3. rephrases an explanation several times whenever a student does not understand him. | 1 | 2 | 3 | 4 | 5 |
| 4. spends time with students who do not catch on easily. | 1 | 2 | 3 | 4 | 5 |
| 5. gives the impression that he does not want to be bothered or disturbed. | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 6. shows students how he figures out their grades and then discusses them with the students. | 1 | 2 | 3 | 4 | 5 |
| 7. has "pets" and gives them special rights. | 1 | 2 | 3 | 4 | 5 |
| 8. will change a grade on a test if the student has g o o d proof that the teacher made a mistake. | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 9. permits students to question his grading or ways of doing things. | 1 | 2 | 3 | 4 | 5 |
| 10. does not listen to student excuses for tardiness, for not handing in an assignment, etc. | 1 | 2 | 3 | 4 | 5 |

| | Always True | True Most of the Time | True Half of the Time | True Some of the Time | Never or Seldom True |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 11. enforces rules which he has made up. | 1 | 2 | 3 | 4 | 5 |
| 12. punishes some students for doing something wrong but does not punish other students for the same act. | 1 | 2 | 3 | 4 | 5 |
| 13. is hard to predict — one does not know what to expect. | 1 | 2 | 3 | 4 | 5 |
| 14. makes assignments but never collects or mentions them. | 1 | 2 | 3 | 4 | 5 |
| 15. has an established pattern of doing things. | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 16. realizes when I do not understand something even if I do not ask a question. | 1 | 2 | 3 | 4 | 5 |
| 17. knows when his teaching is boring or interesting. | 1 | 2 | 3 | 4 | 5 |
| 18. is alert as to what is happening in his class while he is teaching. | 1 | 2 | 3 | 4 | 5 |
| 19. understands how I and other students feel. | 1 | 2 | 3 | 4 | 5 |
| 20. is easily taken advantage of. | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 21. is concerned with the appearance of the papers we hand in. | 1 | 2 | 3 | 4 | 5 |
| 22. lets his students know what is expected of them. | 1 | 2 | 3 | 4 | 5 |
| 23. has various activities in his lessons. | 1 | 2 | 3 | 4 | 5 |
| 24. makes use of films, tapes, and records. | 1 | 2 | 3 | 4 | 5 |
| 25. gives clear explanations and directions. | 1 | 2 | 3 | 4 | 5 |

| | Always True | True Most of the Time | True Half of the Time | True Some of the Time | Never or Seldom True |
|---|---|---|---|---|---|
| My teacher | 1 | 2 | 3 | 4 | 5 |
| 26. changes his plans for the day, when he sees that the majority of the class is not very interested in the lesson. | 1 | 2 | 3 | 4 | 5 |
| 27. has a set schedule for the day and becomes upset when he can not finish his lesson. | 1 | 2 | 3 | 4 | 5 |
| 28. makes students feel free to ask questions even if the question pertains to an item the teacher covered previously. | 1 | 2 | 3 | 4 | 5 |
| 29. gets off the subject easily. | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 30. becomes very upset whenever there is a fire drill or an assembly because the class will get behind. | 1 | 2 | 3 | 4 | 5 |
| My teacher | | | | | |
| 31. laughs when something funny is said in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 32. tells personal experiences in the classroom to prove or clarify a situation. | 1 | 2 | 3 | 4 | 5 |
| 33. makes good use of "jokes" or comical situations. | 1 | 2 | 3 | 4 | 5 |
| 34. is interested in having his students enjoy his class. | 1 | 2 | 3 | 4 | 5 |
| 35. enjoys teaching students his subject. | 1 | 2 | 3 | 4 | 5 |
| 36. My teacher understands how I feel. | | | | | |
| 37. If I had a problem, I feel my teacher would be willing to listen to me. | | | | | |
| 38. If I would share a problem with my teacher, he would keep it a secret. | | | | | |
| 39. If he felt it would help me understand something, I think my teacher would be willing to share a personal experience with me. | | | | | |

**Part II.**

In this section choose as many adjectives as you feel **best** describe your teacher. You may circle none, one or all of them. Please do not feel you have to circle any or that you are circling too many.

My teacher is

| | | | | | |
|---|---|---|---|---|---|
| 36. | fair | 43. | lazy | 50. | alert |
| 37. | patient | 44. | likeable | 51. | flexible |
| 38. | consistent | 45. | intelligent | 52. | helpful |
| 39. | firm | 46. | understanding | 53. | fun |
| 40. | happy | 47. | accepting | 54. | jovial |
| 41. | devoted | 48. | interesting | 55. | groovy |
| 42. | interested | 49. | aware | | |

## MASTER TEACHER EVALUATION INVENTORY (MTEI)

Directions: Use the following scale to respond to the questions listed.

| Always | Most of the time | Occasionally | Seldom | Never | Not Applicable |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | NA |

The student teacher:

1. 5 4 3 2 1 NA Attempts to prevent problems before they occur (I.A.)
2. 5 4 3 2 1 NA Explains why an activity is important to a student (I.A.)
3. 5 4 3 2 1 NA Laughs at own mistakes (I.B.)
4. 5 4 3 2 1 NA Laughs with, not at students (I.B.)
5. 5 4 3 2 1 NA Assists students having difficulty in pleasant, inoffensive manner (I.C.)
6. 5 4 3 2 1 NA Demonstrates consistency with individual students and class as a whole (I.C.)
7. 5 4 3 2 1 NA Exhibits patience in trying situations (I.C.)
8. 5 4 3 2 1 NA Uses behavior modification to eliminate or decrease undesirable behavior (I.C.)

9. 5 4 3 2 1 NA Displays current student work in classroom or school (II.B. 1, 2)

10. 5 4 3 2 1 NA Establishes small groups for social interaction

11. 5 4 3 2 1 NA Provides opportunities for classroom leadership and rotates them (e.g. class officers, squad leaders, monitors, etc.) (I.B. 1, 2)

12. 5 4 3 2 1 NA Initiates role playing activities (I.B. 2)

13. 5 4 3 2 1 NA Provides for independent study (II.A B. 2)

14. 5 4 3 2 1 NA Uses contracting in the classroom (II.A B. 2)

15. 5 4 3 2 1 NA Holds individual conferences to establish goals, review progress (II.A B. 2)

16. 5 4 3 2 1 NA Employs games in lesson plans

Employs the following techniques or methods: (II, B, 4 and IV)

17. 5 4 3 2 1 NA Demonstrations

18. 5 4 3 2 1 NA Discussion groups

19. 5 4 3 2 1 NA Community resources

20. 5 4 3 2 1 NA Outside speakers

21. 5 4 3 2 1 NA Library or Learning Resource Center

22. 5 4 3 2 1 NA Student Projects

23. 5 4 3 2 1 NA Audio and visual aids

24. 5 4 3 2 1 NA Lectures

25. 5 4 3 2 1 NA Discusses or clarifies the school and/or classroom rules with students (V.A.)

26. 5 4 3 2 1 NA Consistently reinforces classroom or school policies as a preventive measure rather than waiting for infractions to occur (e.g. tardiness policy remains the same each day) (V.A.)

27. 5 4 3 2 1 NA Involves students in decision making process (V.B. 2)

28. 5 4 3 2 1 NA Discusses appropriate behavior with students (V.B. 2)

29. 5 4 3 2 1 NA Demonstrates regard for rules by following them personally (e.g. carries own tray, wipes feet, on time) (VI.B. 2)

30. 5 4 3 2 1 NA Provides opportunities for student evaluation of lesson (VI. 4)

31. 5 4 3 2 1 NA Provides opportunities for student evaluation of student teacher (VI. 4)

32. 5 4 3 2 1 NA Asks Master Teacher for advice after presenting lesson (VI.A. 1)

33. 5 4 3 2 1 NA Attempts to implement advice of master teacher and to change classroom methods and/or policies (VI.A.)

34. 5 4 3 2 1 NA Appears to be comfortable in front of class (VI. 2. B)

35. 5 4 3 2 1 NA Assists and cooperates with co-workers (VI. 3 A.)

36. List the effective teachers techniques the student teacher used during a two week period (III.A.)

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

37. The student teacher conveyed positive feedback to parents for preparation purposes as well as for remediation. (Circle)

Yes No

38. The student teacher obtained information about student by referring to:

_____ Counselor

_____ School Psychologist/psychological tests

_____ Health Records

_____ Parental contact

_____ School social worker

_____ Private conference with the student

_____ Academic records

_____ Conference with other teachers

_____ Assistant principal, principal, or school disciplinarian

_____ Other sources: List

## APPENDIX D

## BEHAVIORAL OBJECTIVE EVALUATION SHEET

**Master Teacher**

Grade Level _____

Subject Matter _____

Percent of each day the Student Teacher was with me. _____%

Percent of quarter the Student Teacher was with me. _____%

Looking at the objective just completed by the Student Teacher, please respond to the statements given below, independent of your student teacher's evaluation. There are no right answers therefore be as objective as possible. Improvement comes through analysis and reworking the objective. Read each item carefully then mark the IBM answer sheet according to the following key.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1. This is a valuable objective.
2. The amount of time required to achieve this objective is about right according to its value.
3. The criterion was easy to obtain.
4. The criterion was obvious.
5. The student teacher was adequately prepared by the university prior to student teaching to achieve this objective.
6. I prepared the student teacher completely for this objective.
7. The student teacher was able to develop this objective independent of my instruction.
8. The classroom structure is conducive to reaching this objective.
9. The school administration is conducive to reaching this objective.
10. The total school system is conducive to reaching this objective.
11. The school facilities and materials are conducive to reaching this objective.
12. The school community is conducive to reaching this objective.
13. I agreed with the student teacher on whether the criterion for the objective had been met.
14. This objective allows for individualization of classroom instruction.

## END OF QUARTER EVALUATION FOR BEHAVIORAL OBJECTIVES

### Master Teacher Evaluation Form

Grade Level _____

Subject Matter _____

Percent of each day the Student Teacher was with me. _____%

Percent of quarter the Student Teacher was with me. _____%

Looking at the total student teaching supervision experience, please respond to each of the statements below. There are no right answers, therefore be as objective as you can. Improvement of this program depends on the identification of its strengths and weaknesses. Read carefully each item then mark the IBM answer sheet according to the following key.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1. Overall the objectives were achieved in rather smooth integrative fashion.
2. Using the behavioral objectives made me feel like I was jumping hurdles all quarter in order to work each of them into the curriculum.
3. The objectives were too tedious to follow.
4. Several objectives could be satisfied in a single lesson.
5. The objectives covered approximately _____% of that which I required of my student teacher. (1) 20% (2) 40% (3) 60% (4) 80% (5) 100%
6. The behavioral approach helped in the motivation of the student teacher.
7. The student teacher seemed to be at ease with the behavioral objective approach.
8. The student teacher was confused by the behavioral approach to student teaching.
9. The student teachers seemed to be satisfied with their experience because the behavioral objectives helped them to understand what was expected of them.

## APPENDIX E
## BEHAVIORAL OBJECTIVE EVALUATION SHEET

**Student Teacher**

Grade Level taught _____

Subject Matter _____

Number of master teachers that supervised you and percent each. 1._____%

2._____%

3._____%

4._____%

Looking at the objective just completed, please respond to the statements given below independent of your supervising teacher. There are no right answers therefore be as honest as possible in your responses. The objective can be improved as you identify strengths and weaknesses. Read each item carefully then mark the IBM answer sheet according to the following key.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1. This is a valuable objective.
2. I worked hard on this objective.
3. The amount of time required to achieve this objective is about right according to its value.
4. The criterion was easy to obtain.
5. The criterion was obvious.
6. I was adequately prepared by university classes to achieve this objective.
7. I prepared for this objective solely during my student teaching experience.
8. The classroom structure is conducive to reaching this objective.
9. The school administration is conducive to reaching this objective.
10. The total school system is conducive to reaching this objective.
11. The school facilities and materials are conducive to reaching this objective.
12. The school community is conducive to reaching this objective.
13. I agreed with my supervising teacher on my reaching the criterion of this objective.
14. This objective allows for individualization of classroom instruction.

## END OF QUARTER EVALUATION FOR BEHAVIORAL OBJECTIVES

**Student Teacher**

Grade Level taught _____

Subject Matter _____

Number of master teachers that supervised you and percent each. 1._____%

2._____%

3._____%

4._____%

Looking at the total student teaching experience please respond to each of the statements below. There are no right answers therefore be as honest as possible in your responses. The program can be improved as you help identify its strengths and weaknesses. Read carefully each item then mark the IBM answer sheet according to the following key.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |

1. I was able to reach the criterion of the objectives in rather smooth integrative fashion.
2. I felt I was jumping hurdles all quarter to meet the criterion of the objectives.
3. The objectives were too tedious to follow.
4. I was able to satisfy several objectives in a single esson.
5. The objectives covered approximately _____% of that which I required of me as a student teacher. (1) 20% (2) 40% (3) 60% (4) 80% (5) 100%
6. The behavioral objective approach helped motivate me during my student teaching experience.
7. I felt at ease in the behavioral objective approach.
8. I was confused by the behavioral objective approach to student teaching.
9. I was satisfied with my student teaching experience in part because the behavioral objectives helped me understand what was expected of me.

## APPENDIX F

## BEHAVIORAL OBJECTIVE CHECK LIST

Grade Level _____

Subject Matter _____

As you work through the quarter of student teaching, keep a running tabulation of the objectives you attempted, those you completed, and those that just do not apply to your teaching assignment. Check column one when you attempt an objective (when you plan a lesson which will achieve that objective), check column two when you reach the criterion of the objective and check column three if you think it does not apply to your situation.

**Knowledge Priority List**

| | Att. | Crit. | N.A. |
|---|---|---|---|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |
| 9. | _____ | _____ | _____ |
| 10. | _____ | _____ | _____ |
| 11. | _____ | _____ | _____ |
| 12. | _____ | _____ | _____ |
| 13. | _____ | _____ | _____ |
| 14. | _____ | _____ | _____ |
| 15. | _____ | _____ | _____ |
| 16. | _____ | _____ | _____ |
| 17. | _____ | _____ | _____ |
| 18. | _____ | _____ | _____ |
| 19. | _____ | _____ | _____ |
| 20. | _____ | _____ | _____ |
| 21. | _____ | _____ | _____ |
| 22. | _____ | _____ | _____ |
| 23. | _____ | _____ | _____ |
| 24. | _____ | _____ | _____ |
| 25. | _____ | _____ | _____ |
| 26. | _____ | _____ | _____ |

**Skills Priority List**

I. Teaching Strategies

| | | | |
|---|---|---|---|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |
| 9. | _____ | _____ | _____ |
| 10. | _____ | _____ | _____ |
| 11. | _____ | _____ | _____ |

## Skills Priority List

| | Att. | Crit. | N.A. |
|---|---|---|---|
| II. Needs Assessment for Teachers | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| III. Needs Assessment for Students | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| 4. | ____ | ____ | ____ |
| 5. | ____ | ____ | ____ |
| 6. | ____ | ____ | ____ |
| 7. | ____ | ____ | ____ |
| 8. | ____ | ____ | ____ |
| 9. | ____ | ____ | ____ |
| 10. | ____ | ____ | ____ |
| IV. Media | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| V. Classroom Management | | | |
| 1. | ____ | ____ | ____ |
| VI. Professionalism | | | |
| A. Evaluation | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| B. Good Citizenship | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| 4. | ____ | ____ | ____ |
| 5. | ____ | ____ | ____ |
| 6. | ____ | ____ | ____ |
| 7. | ____ | ____ | ____ |
| C. Personal | | | |
| (a) | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| (b) | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| (c) | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| 4. | ____ | ____ | ____ |
| (d) | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| 4. | ____ | ____ | ____ |

## Attitudes Priority List

| | Att. | Crit. | N.A. |
|---|---|---|---|
| I. Humanism | | | |
| A. | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |
| 4. | ____ | ____ | ____ |
| B. | | | |
| 1. | ____ | ____ | ____ |
| 2. | ____ | ____ | ____ |
| 3. | ____ | ____ | ____ |

**Attitudes Priority List**

| | Att. | Crit. | N.A. |
|---|---|---|---|
| II. Individual Differences | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| III. Flexibility | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| IV. Learning | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| V. Non-Autocratic Relationships | | | |
| A. | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| B. | | | |
| 1. | | | |
| 2. | | | |